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ABSTRACT

The PACE project is directed to all students in grades 4-6 in the Mehlville School District (St. Louis, Mo.). The major purpose of the project is to involve students in an enrichment program to develop skills in self-understanding and in effective communication with parents and others, and is based on the idea that there is a need for a more adequate understanding of communication skills between child and parent. This handbook has been designed for the teacher to use in a fifth-grade classroom setting and includes units in awareness, communication, and family. The activities are intended to take from 45 to 60 minutes each, once a week for 12 weeks. Examples of handout sheets are included. (Author/HMV)

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"Our problem and our task is to find a way to bring people and information together into a dynamic, evolving relationship which will honor the integrity of man, the concerns of society, and the nature of knowledge itself. The primary focus, though, must always be on man. Man is the end. Subject matter is the means. Society is the result."

Jack R. Frymier, "Stimulation and the Need to Know"

# foreword

The reader is now in possession of one of the first three PACE Activities Handbooks. Our goal is to facilitate healtny responsibility and self-confidence in children systematically through class activities and games.

Our concern, like the concern of many teachers, is that while the educational establishment talks about educating the whole child, they have been almost totally involved with the mental and physical aspects of children, largely ignoring their emotional growth and well-being--what the Pflaum/Standard people call the Third Curriculum. One of the more common excuses offered for this discreptancy is that teachers can't handle the emotional, affective domain. We catagorically reject that as fallacious.

Not only can teachers "handle" growth experience, we feel good teachers have been doing it and doing it well for lots of years. What has been lacking are materials, ideas, experiences, "hands-on" teaching aids that facilitate growth in these areas. It is to this problem that we have addressed ourselves.

By approaching the affective side of child development through communication activities, we hope to provide opportunities for growth through self-expression in 3 areas:

1. Awareness - including emotions, self-concept and feelings of others.

2. Communication Skills - including verbal and non-verbal sending and recieving

3. Family Structures

We are painfully aware of some flaws in these handbooks. We know also there is value here, as well as a great need for even more materials along these lines. If you will share with us your suggestions, comments, and techniques that have worked for you, we'll make it better; and our students will benefit from it.

The PACE Staff

I. An Introduction

The PACE project is directed to all students in grades 4, 5, and 6 in the Mehlville School District and the cooperating private schools in the Mehlville area. The major purpose of the project is to involve students in an enrichment program to develop skills in self-understanding and in effective communication with parents and others.

This project is based on the idea that there is a need for a more adequate understanding of communication skills between child and parent. It assumes that a better relationship between children and parents will have a favorable effect on the school life of the child and will contribute to the stabilization and well-being of the family.

The student phase of this program will be implemented principally by the existing teaching staff using materials provided by the PACE staff and supported by appropriate in-service training.

II. Our objectives

Students in grades 4, 5, and 6 are to be directed in activities to increase their skills in awareness, communication, and family structure. The activities will be implemented by the classroom teacher with resources and materials provided by the PACE staff.

"Most people miss so much of what they are.
...But the tragedy is that
They miss it without
Knowing that
They missed it.

Human Development Training Institute

III. This handbook

This handbook has been designed for the teacher to use within a classroom setting. The activities are in the following order:

1. Awareness

   Activity 1 - Emotional Spectrum
   Activity 2 - Self-Concept
   Activity 3 - Feelings of Others

2. Communication

   Non-Verbal Skills - Activities 1 and 2
   Listening Skills - Activities 1 and 2
   Verbal Skills - Activities 1 and 2
   Problem Solving Skills - Activities 1 and 2

3. Family

   Activity 1

These activities, intended to take from 45 to 60 minutes each, were designed to be done one per week for 12 weeks. Use them more frequently if you wish.

Student handouts

Within the activities presented, there are many handout sheets to be given to students to carry out the activity plans. These sheets can be copied directly from the pages of this handbook or the sheets can be sent directly to the teacher from the PACE office.

To request handout sheets, please call the PACE office (894-2421) and request the activity, grade level, and the number of sheets needed for your class. Please allow 1 week for inter-school mail delivery to you.

Your comments

A comment page has been included at the end of this handbook. Please fill out this page at the time you are doing the activities. We need your comments, suggestions, criticisms, etc. to help the PACE staff improve the activities. Naturally, we would also like to hear about the ones that go well! The handbook and the comment page will be collected at the time of the final student testing. You will be notified as to the exact time schedule.

Some suggestions:

warm ups

It is our feeling that the effect of any learning experience is enhanced if there is a "warm-up" or transitional device used that acts both as a "closer" to what went before as well as an opener to what's coming. Any activity that creates a sense of curious inquiry or that simply "grabs" attention can be a warm-up.

Some common ones are:

Role-call responses
Incomplete sentences
Physical activities
Mind 'trips'
Questions
Personal experiences (yours, too)
Fictional, "hammy" stories, etc.

We invite you to share yours with us.

group development

The activities within this handbook will require the use of groups to a great extent. The following principles are useful concepts that a teacher may apply in working with groups:

1. show acceptance of feelings
2. observe a degree of permissiveness - remember there are few right or wrong answers
3. build boundary lines for behavior
4. give support during stress
5. facilitate personal response

In a atmosphere fostured by the above principles, students can acquire strong motiviations for personal growth and self-expression. This very atmosphere captures his emotion.

Using groups in the classroom calls upon a set of skills necessary for the classroom - listening situation. Through listening and sharing the children learn to identify and to understand the feelings of others. Then the individual finds he/she is important, and not alone. Listening to others also permits a tension-release within the child. The child is also able to find out how others feel and think about things. He/she is then able to evaluate himself/herself in terms of group reality.

Groups also allow room for children to gain skills in dealing with people and critical thinking. It must be remembered that these benefits will happen only when a child is not pressured to share within the group. The individual's right to "pass" (not to speak when he/she wishes) must be observed.

There are many different types of groups suggested within these activities. When large group discussions involve the whole class, the room could be arranged so that all children can see each other. Smaller groups can be formed using 2 students (dyads), 3 students (triads), etc. A group-on-group situation can be arranged where one group works together in the center of a circle composed of the rest of the class.

## questions

Any general discourse on "questions" seems doomed to become either obscure in specificity or banal in generality. So in a backhanded attempt to avoid either (and risking the probability of committing both) we wish to be general enough to be relevant yet specific enough to have value.

In general, then, we have come to believe that there is almost no such thing as a real question. (Notice that we said "almost;" that's our cop-out). By "real question" we mean a genuine, data-producing inquiry phased for no other purpose than to elicit information. An example of a "real" question might be, "Where's the men's room?" assuming of course that the question arose out of an honest need. Consider another question that is more obviously not a question: "Why can't you follow the directions?" Probably, the speaker intends to make a statement, like maybe, "I am really upset when you don't follow directions carefully because it takes class time, my patience, etc." There's nothing really wrong with question-statements (I call them "questments") so long as we understand them for what they are and for what they do. Here are a few more common ones.

At school:

1. "Why can't you be more careful?"
2. "Are you going to sit here and waste the whole day?"
3. "When are you going to learn to...?" (go ahead, there are lots of possibilities here.)
4. "Bobby, are you incapable of being quiet?"
5. "Gwen, what did you do to cause her to hit you?"

And at home:

1. "Hamburger again, Hon?"
2. "When are you going to fix that switch so I can sew?"
3. "Another meeting tonight, Dear?" "How many is that, this month?
4. "Do you know that you've had 9 highballs so far tonight?"

O.K.? Questions are sometimes real, but more often they are masked statements. "Questments" rarely elicit the same responses that the rephrased statement would. Our purpose for dealing with this here is simply to foster greater awareness of questioning as a communication device so that - like any other tool - it can be better used.

Specifically, the question as a teaching device lends itself to great artistry.

1. The "open" question not only directs attention; it also defines the scope or comprehension of a discussion. "What do you think about what we did yesterday?" might be too broad. "What did Paul say about the activity?" too specific. "How did you feel when we talk about conflict?" might be just the opener to get back into a topic.

2. The lifting question then provides a method to move a detailed discussion to a more general level. "What seems to be the reason for what we've been talking about?" What do you think might happen as a result of this?"

3. Supporting questions extend, draw out, or clarify. Sometimes called "open-ended" questions, they offer an opportunity to get more information for class examination. "Can you tell us more about that?" or "That's interesting and I want to be sure I understand you. Can you say it another way for us?" Such a question can also provide positive emotional support, resulting perhaps in greater self-confidence in a shy student.

   For too many years questions have been used to embarrass, to "put down", to trap. The effective teacher recognizes the inherent destructiveness of such uses for questions and avoids them. Questions in an open discussion should facilitate involvement in the process rather than "right" answers.

> "We often have to play roles - for instance, to be deliberately on your best behavior - but the compulsive, manipulative role-playing that replaces honest self-expression can and has to be overcome if you want to grow up."
>
> F. Perls.. In and Out the Garbage Pail

## role playing

Role playing is a way of solving problems through acting them out. It is a reality practice where problems are dramatized and then examined without "rights" or "wrongs". It also helps to develop insight into other people and oneself.

The following steps should be followed in role-playing.

1. recognize and identify the problem
2. warming-up period (see below)
3. select the participants
4. prepare the class to observe accurately
5. actual role-playing
6. discuss the action
7. role play again
8. share feelings and generalize

Below are some suggested warm-up exercises that can be used before role-playing:

1. Pretend that you are walking: -- through very deep snow -- on marbles -- through fallen leaves.

2. Pretend to eat: -- an ice-cream cone -- a potato chip -- a lollipop -- a pickle -- a toasted marshmallow -- cotton candy -- a lemon.

3. With another student or in a circle of students, pretend to toss back and forth: -- a baseball -- a basketball -- a chunk of ice -- a feather -- a porcupine -- a pillow -- a very hot potato.

4. Show the class what you would do if: -- you had just walked five miles -- the temperature got up to 95 in the shade -- you tried to lift some barbells -- you had a blister on your heel but were late for school -- you had a cinder in your eye -- you had to carry a full pail of water without spilling any.

5. Without using any objects, show the class how you: -- brush your teeth in the morning -- nail two boards together -- put on a pullover sweater.

6. Stand facing another student. When he makes a movement. Pretend that you are his reflection in a mirror. Keep this up until you can do it well, then change roles. Make your moves slowly at first; don't try to trick the other person.

7. Read aloud from one of your school books, pretend'ng that you have a mouthful of marbles -- of straight pins -- of peanut butter.

## unfinished stories

Some suggestions for using unfinished stories.

1. Discuss possible endings especially noting rationale the child uses to decide how to solve the problem.

2. Tune into the feelings of the people within the story and continue reaching for possible feelings that would result from the endings the class discusses.

3. Role play what has happened in the story and also various endings; then discuss reasons and feelings.

4. Read the story and submit to the class a set of possible alternative endings. Have each child pick the ending that they favor and give a reason for choosing it. Each child gets a chance to respond.

5. Read story as given - discuss and have class finally decide on one or more solutions. Now change some circumstance or detail in the story. Does the group need to revise their solution? Discuss - changing circumstances changes what can be done.

6. Read story as given - discuss and have class decide, or you decide on possible endings - divide classroom area into possible stations and assign a given solution to an area. Now have each member of the class walk to the area of the room (station) that represents the solution they would choose. Allow some time to state reasons for choices. Now change the circumstances of the story. Allow class to move to new location or remain at chosen solution - station. Watch for group pressures, following the lead of classroom leaders, isolates, standing alone for what one values. Discuss these things if applicable and the class recognizes them and brings them up.

7. Have class write their own endings.

8. Draw picture depicting endings.

9. Often unfinished stories have a theme that particularly relates to a problem prevalent in a particular classroom. Often these stories can be used to begin a discussion concerning this problem and the story can become a vehicle for solving not just the problem within the story, but also the class's problem.

10. Remember, unfinished stories seldom have 'right' or 'wrong' endings. Encourage a wide variety of responses to the stories without judging the responses.

*from Unfinished Stories - NEA, 1966-1968

## brainstorming

Brainstorming as a group problem-solving technique involves simply accumulating as many ideas as possible on a particular problem or issue. Because evaluation inhibits creativity and creativity is critical to imaginative solutions, there is only one rule: No idea or suggestion - no matter how far out it may seem - is to be put down, evaluated, or judged negatively during the brainstorming process. Laughter and general hilarity are often natural results of the first few attempts at uninhibited brainstorming. Careful redirection will reestablish the process without dampening creativity.

The easiest introduction into brainstorming involves tasks like:

> How many uses can you think of for a brick?
> Tin can? Straight pin? Piece of paper? etc.

## home rule

Any activity (or part) that you strongly feel is inappropriate for your class may be modified or omitted as you choose. It would help us in evaluating them if you would note on the "comment page" the deviations you chose. Suggestions for improvement are appreciated.

> "I do my thing, and you do your thing.
> I am not in this world to live up to your expectations.
> You are not in this world to live up to mine.
> You are you and I am I,
> And if by chance we find each other, it's beautiful.
> If not, it can't be helped.
>
> F. Perls, Gestalt Therapy Verbation

Awareness
Activity I
Grade 5

"I Can't Do It"

I. Teacher presents the following exercise as an experiment. Something like, "Let's try something new." Motivate if necessary (suggestion: promise extra recess time or a surprise if they all can do it.) Give these directions fast enough that the students can not follow them. Don't slow down or repeat if they protest - the frustration is the point right now.

STAND UP

RAISE YOUR LEFT ARM

HOP ONCE ON YOUR RIGHT FOOT

PUT YOUR RIGHT HAND ON YOUR LEFT KNEE AND HOP FIVE TIMES ON YOUR RIGHT FOOT

PUT YOUR LEFT HAND BEHIND YOUR BACK

PUT YOUR RIGHT HAND ON YOUR HEAD AND TURN AROUND CLOCKWISE 3 TIMES

PUT YOUR RIGHT HAND ON YOUR LEFT EAR

PUT YOUR LEFT HAND ON YOUR RIGHT EAR

TURN AROUND FIVE TIMES COUNTERCLOCKWISE WHILE YOU NOD YOUR HEAD AND SAY "BAA-AA-AAA"

When they settle down, ask how they felt when they were unable to keep up. Explain that they were feeling an emotion - probably mild anger (amusement is an emotion, too). What are some other emotions?

A. Option - You can announce that there will be no homework tonight (or this weekend) or cancel a scheduled test, then ask how they feel now; discuss happy emotions!

II. Let students get into small groups of four or five and number off. Number 1 starts by saying the first part of a sentence. For example, he (she) says, "If I could change this school....." and adds his own ending. Then 2 follows with his (her) own ending, and so on (for as many turns as they wish or time permits). Then stop them and give them the next sentence half (B) (write on the board). permit any student to say "I pass" at any time. They may choose not to finish a sentence without having to explain.

B. I am sometimes scared of...

C. I am pretty good at...

D. I feel left out...

E. Sometimes I would like to...

F. I smile when...

G. I sometimes worry about...

H. People make me happy when...

I. The worst thing about being a kid is...

J. I feel best when...

Options:

Ditto these and others (see teacher section) with room for written responses. Save for later discussions, or role-play situations.

III. Discussion:

How did you feel? Did some members of your group have the same endings? Any questions about what others said?

IV. Optional follow-up:

Read to class:

Harry was afraid of being beaten up by a stronger boy. He even felt some weaker boys could beat him up. He sometimes dreamed that he would be lying on the ground and someone would be sitting on him, punching him again and again, while others were standing around cheering and laughing.

1. What comes to your mind as you think about the story?

2. Are you more like Harry, the boys in his dream, or are you more like the other children standing and watching?

3. If Harry was your friend and came to you for advice, what would you tell him? Can you think of some things he might try so he would not be so scared?

Write about a scarey thing, time or dream. Draw (a symbol) of something you fear. Form small groups and share. Role play a puppet show. Teacher Note: This is one of those situations that have no single answer. It is enough that the students vicariously share Harry's problem and even some of their own fears within the security of the classroom. Of course, some students will be helped even though they may not participate actively in the discussion.

Awareness
Activity 2
Grade 5

"Who Am I?"

I.

Draw stick figures of Mr. "High-Pot" (good self-concept) and Mr. "Low-Pot" (poor self-concept) on the board. List all those things that cause us to feel bad about ourselves on one side of "Mr. Low-Pot" (ridicule, teasing, criticism, etc.) then list the behaviors that we would have on the other side of "Mr. Low-Pot" (example: crying, hate feelings, frowning, retaliation, etc.) Do the same for "Mr. High-Pot" (i.e. causes - outcomes). In both cases, explain that "if all of the causes happen day after day, after day, what behaviors would we have?" As a conclusion, ask what generalizations we can make. (They usually can list more for "Mr. Low-Pot", so what does this mean?)

II. Each student writes answer to the question "Who Am I?" without using his name. (Teacher do first with some volunteers)

III. Definition of "Self-Concept" (for teacher use)
Leave stick drawings on the board.

(Virginia Satir* uses the term "pot" to talk about feelings of self-worth — as if we all have a kind of inner container for self-worth feelings). A son might say, "my pot is high today," and the rest of the family would know that he felt on <u>top</u> of things, full of energy and good spirits, secure in the knowledge that he really mattered. Or a father might say, "I feel low-pot." This tells everyone that he feels tired or bored or abused, not particularly loveable.

Honesty, responsibility, love, energy - all flow easily from the person whose pot is high. He believes in his own ability. He is able to ask others for help, but he believes he can make his own decisions. He radiates trust and hope. He doesn't have rules against feeling anything he feels. He accepts all of himself as human and therefore is ready to see and respect the worth of others. "High pot" people occasionally feel "down", frustrated and unlovable, but they can accept these periods as temporary, not permanent.

IV. "Classified" self-concept boxes

Students cut the "boxes" from handout page (construction paper would be good)

*Virginia Satir, <u>Peoplemaking</u>, Science and Behavior, 1972

1. Put their names on the name line.

2. List all their family roles (Son, Grandson, Nephew, Cousin, etc.)

3. Describe selves (physical) as if someone blind asked you about yourself.

4. Write an ad to sell themselves (try to sell uniqueness of self)

5. Put a price - their self-assessed value ($)

6. Pass sheets around cutting out and pasting in a fitting word for each of the others in their group. They should add one for themselves.

7. Draw a pot level for self (most of the time)

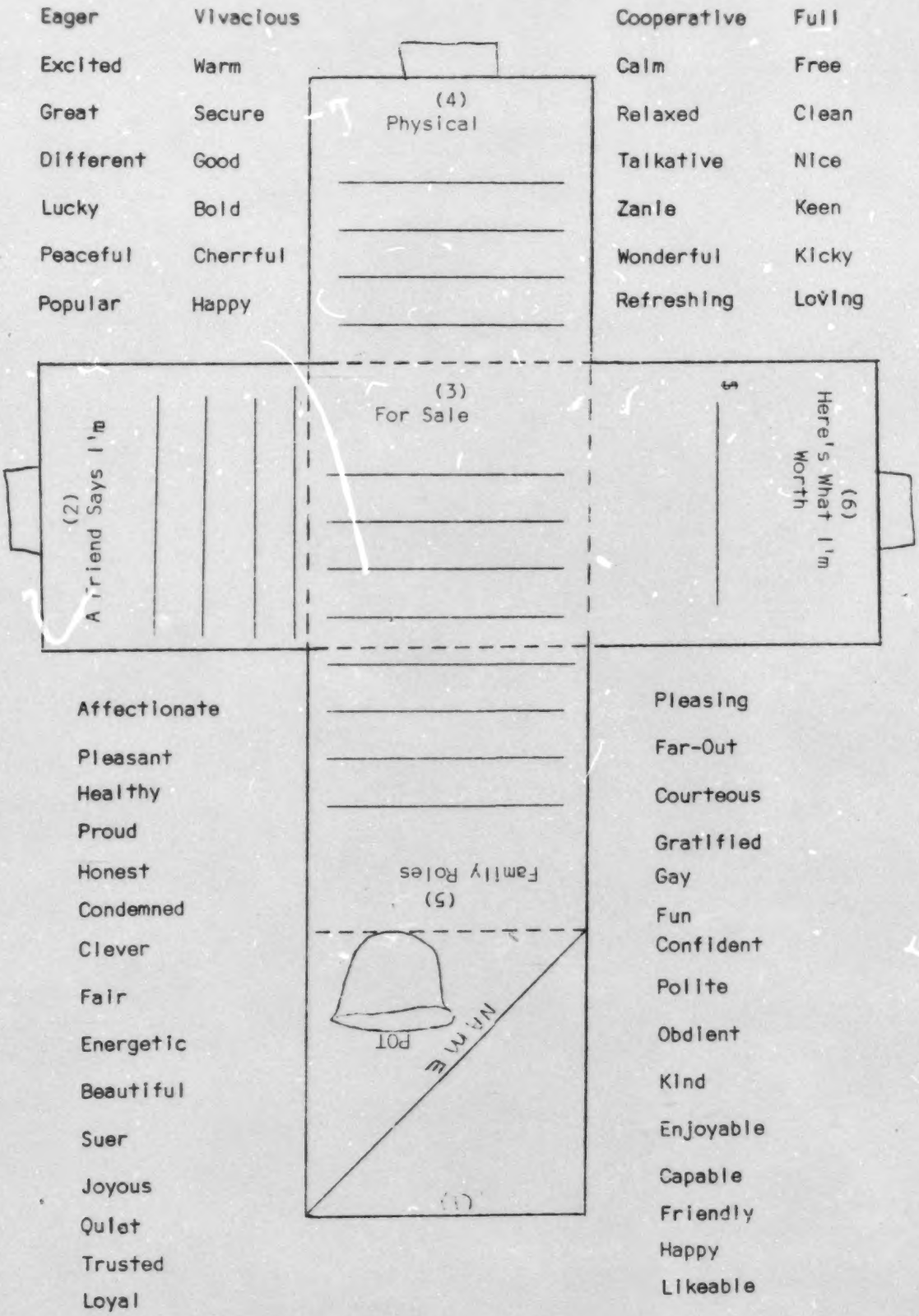
Decorate to individual taste fold and tape or paste into boxes.

V. Wrap-Up Alternatives

Make a class castle, (pyramid, tower)

Hang (with string) around room - individually or in group mobiles

Use for Holiday decorations


Eager
Excited
Great
Different
Lucky
Peaceful
Popular
Vivacious
Warm
Secure
Good
Bold
Cherrful
Happy
(4)
Physical
Cooperative
Calm
Relaxed
Talkative
Zanie
Wonderful
Refreshing
Full
Free
Clean
Nice
Keen
Kicky
Loving
(2)
A Friend Says I'm
(3)
For Sale
(6)
Here's What I'm
Worth
Affectionate
Pleasant
Healthy
Proud
Honest
Condemned
Clever
Fair
Energetic
Beautiful
Suer
Joyous
Quiet
Trusted
Loyal
(5)
Family Roles
Pot
Mr. Mr
(1)
Pleasing
Far-Out
Courteous
Gratified
Gay
Fun
Confident
Polite
Obdient
Kind
Enjoyable
Capable
Friendly
Happy
Likeable

Awareness
Activity 3
Grade 5

"How Do I Affect Others' Feelings?"

I. Claude Steiner's fairy tale is to be introduced with questions: "How long has it been since you've heard a fairy tale? Do you think that there are some fairy tales for grown-ups? The funny thing about this fairy tale is that kids sometimes understand it more easily than adults." Then read "A Fairy Tale". (following)

Questions - "Some people don't understand just what a warm fuzzy is. They think it's something you can always see and touch. Is that what you think a warm fuzzy is? (Note: A warm fuzzy may be any expression of caring or love by one person to another. It could be a gift or a smile - a touch or a stick of gum - a hug or a note that says "You're neat!")

II. The Label Game is an experience in others' feelings. Here's how it works: Students volunteer to be labeled with signs taped to their backs. (Signs following) They do not know what role or person they are "playing". They guess "who" they are by how the rest of the class treats them. The teacher might choose to list the roles on the board for easier guessing if it seems appropriate to a particular class. There are 14 roles - the teacher may choose all, some, or others. We suggest avoiding a too-direct casting, i.e., choosing the child with bullying tendencies to play "the class bully". The rest of the class (players, too) are urged to talk to the players as if they would in real life without being too obvious.

After about 10 minutes, (or whenever they are identified) a discussion of how they found out their identity could lead to how it felt to be treated like that by everyone -"all the time?" "Is it true that we do treat some people a certain way because of what they do? Is this O.K.? Do people treat you a certain way because you're a kid? Is this O.K.?

III. Options:

Let the 14 leave the room for a minute and while they're gone, tell the rest of the class to treat them all as "Best Friends". When they return, explain that they've been given more roles without paper signs. Let them play this for a few moments and then discuss their feelings about being treated this way.

IV. Wrap up discussion on roles, fuzzies, other peoples' feelings

| | |
|---|---|
| THE CLASS BULLY | THE CLASS BRAIN |
| SUPERSTAR ATHLETE | A DOCTOR |
| AN ARMY SERGEANT | A TEACHER |
| MOTHER OF 10 KIDS | A MINISTER |
| BEST FRIEND | 5-YEAR OLD BROTHER |
| NEW KID IN TOWN | PRINCIPAL |
| A TATTLE-TALE | A GANGSTER |

# A FAIRY TALE

by Dr. Claude M. Steiner

Once upon a time, a long time ago there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Anytime a person reached into this bag he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get Warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a small girl's hand. As soon as the Fuzzy saw the light of day he would smile and blossom into a large, shaggy, Warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for Warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There was always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a Warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No, absolutely not, and once you run out, that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a Warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's Warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a Warm Fuzzy to somebody else, and because Maggie like him very much, she stopped giving Warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up Warm Fuzzies any time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many Warm Fuzzies. Even though they found a Warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy. Soon people began to notice the lack of Warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed. The bad witch who had been watching all of this didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this was was cold while the Fuzzy Bag was warm. Inside of the witch's bag were Cold Pricklies. These Cold Pricklies did not make people feel warm and fuzzy but made them feel cold and prickly instead. But, they did prevent peoples' backs from shriveling up. So from then on, every time somebody said "I want a Warm Fuzzy," people who were worried about depleting their supply would say, "I can't give you a Warm Fuzzy, but would you like a Cold Prickly?" Sometimes, two people would walk up to each other thinking they could get a Warm Fuzzy, but one or the other of them would change his mind and they would wind up giving each other Cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less Warm Fuzzies around, so Warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them.

Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a Warm Fuzzy. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take Cold Prickles - which were limitless and freely available - coat them white and fluffy and pass them on as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging Warm Fuzzies, people grew very confused about this, never realizing that their cold prickly feelings were really the result of the fact they had been given a lot of Plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzy Bag and find no more.

Not long ago a young lady with big lips born under the sign of Aquarius came to this unhappy land. She had not heard about the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely, even when not asked. They called her the Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt good around her and they too began to give out Warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offense to give out Warm Fuzzies in a wreckless manner. The children, however, seemed not to care, and in spite of the law they continued to give each other Warm Fuzzies whenever they felt like it and always when asked. Because there were many many children, almost as many as grown-ups, it began to look as if maybe they would have their way.

As of now it is hard to say what will happen. Will the grown-up forces of law and order stop wrecklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will they remember the day their children are trying to bring back when Warm Fuzzies were abundant because people gave them away freely?

"Please Hear What I'm Not Saying"

Note to Teacher: Persons express their thoughts and their feelings through words, but also through non-verbal responses. "Wow!" and "Gosh darn!" are verbal expressions of surprise and joy, and of anger and frustration, but joy and surprise can also be revealed through a bright smile or an eager hug; anger and frustration through a grimace or a stamping foot. Non-verbal expressions of thoughts and feelings are critical elements in effective communication. When the verbal and non-verbal message match, the sender is congruent and thus believable. But imagine your confusion when you ask a friend, who is shaking and appears anxious about this behavior, and he/she responds with, "Who me, I'm not nervous!" or you're hurt when a member of your family says impatiently, "Of course I love you." Words are muted by the non-verbal expressions which occur through facial expression, body posture, gestures, and voice tone. The two sessions which follow are designed to bring non-verbal expressions of thoughts and feelings into the student's awareness, leading to more congruent messages.

I. The Set-Up

At an unusual time in the day, sit down at your desk and lay your head on your arms; your face showing sadness, frustration, discouragement. Maintain that position for 2 to 3 minutes or until you are aware that the group has noticed and is curious about this behavior.

II. Discussion: Say, "You have all noticed that I was sitting at my desk with my head in my hands." Discuss the following questions with the group:

1. What thoughts did you have about this?
2. What feelings did you think I was having?
3. How did you identify what I was feeling? (Body posture, gestures, facial expressions)
4. What did you think and feel in response?
5. What did you want to do?
6. Did you judge my behavior as right or wrong? for example, "Teachers aren't supposed to act that way!"
7. Is it right or wrong to make judgements about people from their actions?
8. Do we do it any way?

III. Lecture-Demonstration

Discuss with the students how we can tell from the behavior of others

how they are feeling. Body movements or gestures, body posture and facial expression are all clues to their response; both behavior and feelings. For example, a pout is evidence of dissatisfaction or sadness; a smile shows gladness. Stooped shoulders reveal discouragement, frustration or fatigue; shaking hands show nervousness. How do you show your feelings?

Volunteers demonstrate how they would look if they were

a. in a good mood
b. very tired
c. discouraged
d. relaxed
e. tense
f. angry

Discuss how each one showed the emotion. What gestures did he/she use? What gestures did he/she use? What was his/her body posture? What expression gave us a clue to his/her feeling?

IV. Hand-Talk

Directions to teacher: Students will pair off. Members of each pair should take turns attempting nonverbally to communicate to his/her partner the feelings named by the teacher.

Directions to students: Each student should choose another student that he/she would like to have as a partner.

Alternative - Teacher can divide the class in two groups with students counting off to determine pairs, i.e. the one's will be a pair, two's, three's, etc. Each pair will move apart; members of each pair face each other. Say, "As I state a feeling each member of the pair will take turns nonverbally communicating that feeling to his/her partner."

Examples of feelings:

1. frustration
2. tension
3. joy
4. friendliness
5. anger
6. hate
7. surprise
8. elation

Note to teacher: Mention each feeling separately, allowing about one minute for both partners' expression.

V. Charades

Directions to teacher: Charades format can be used instead of or in addition to the above method of practicing non-verbal expression of feelings. Charades provides practice not only in expression of feeling non-verbally, but also in interpreting the non-verbal behavior of others. In this exercise the class is divided into two teams. A captain for each team is chosen. A timekeeper is appointed or the teacher will serve as timekeeper. The same emotions as in "IV Hand Talk" will be written on small slips of paper for each team. Add as many as necessary for each team member. Have one student choose a slip of paper. Give a signal to start. Time how long each team takes to guess the emotion. When one team member has had a chance he/she will choose someone to be the "actor" until each person has had a chance.

Other emotions which may be included are grouchy, afraid, jealous, bored, tired, excited, eager, relieved, happy, nervous! (add your own)

Discussion-Demonstration

Ask the following questions for discussion:

If you pass someone on the street do you ever look into his face?
When do you look? When do you look away?
How do you feel if someone stares at you in the hall or while you're working? What can you do?

Then say, "When you do not meet someone with your eyes, he/she may never know you saw them. But, once you look at someone, you have to deal with him. Looking someone in the eye is a way of saying, "I want to get to know you." The eyes can also be used for flirting, threatening, scaring, conspiring, showing anger, concentration, curiosity, and surprise. The eyes are a non-verbal means of expressing emotion.

VI. Eye Contact Circle

Each charade team forms a circle. One student goes clockwise around the circle, establishing eye contact and communicating non-verbally with each other student; then, he/she returns to his/her place. Next the student on his/her left goes around the circle, and so on, until all students have contacted all others.

VII. Mural- Optional

The whole class can work on a mural depicting itself. This can be made on a role of wrapping paper using cutouts from magazines or drawings showing the students' moods and emotions. The mural can be affixed to the wall, and each student can briefly explain his contribution.

"Tune In"

I. Warm Up - Non Verbal Role Call

Directions to Teacher: Arrange class in a circle or allow the students to move so that they have contact with as many other class members as possible. Each child will show non-verbally how he/she is feeling now about the day in general, or about some defined topic. Remind them that they show emotions non-verbally by using gestures, facial expression, and body posture.

Directions to Students: Each student will show how he is feeling. No talking. Show through your body posture, gestures, and facial expression what is going on with you. Let's start here (designate a starting point) and go around the room. Students who would like to pass may do so by raising their hand when it is their turn.

II. Lecture-Discussion - Tuning In

A lot of our time is spent in trying to communicate with others. Through our communication, we try to understand others and have others understand us. Misunderstanding and miscommunication occurs when other people are unable to understand how we see things. How many have had experiences when you felt that the other person (parent, friend, sister or brother) misunderstood you? I would like to hear about some of these situations. How did you feel at these times? Frustrated? Hurt? Angry? What about times when you really felt understood? How did you feel then? Would anyone like to share an experience in being understood?

Total communication involves more than just the use of words. Communication requires an understanding of the words, but also an awareness of the non-verbal communication which is occurring. Body language and voice tone are just as important in interpersonal relationships as the words. Tuning in to the verbal and non-verbal communication of others leads to warm, open, relationships. Lines of communication can be thought of as telephone lines (wires). These lines can be open so we can clearly hear the messages of the other person. There are times, however, when there is static on the line. These are the times when we are not really getting through to the other person. We feel tense, frustrated. Telephone lines can also be broken as can the lines of communication. In these instances people are separate from each other. Can you describe some situations in which the lines were open? with static? broken? How did each of these feel?

Here are some guidelines which create an atmosphere where understanding and open communication can occur.

1. Look directly at the person who is speaking. When you do this the other person feels you are listening.

2. Avoid letting your own thoughts and feelings get in the way. Rather give attention to the way things are being said, the tone of voice, the body posture, the bodily gestures.

3. Don't be a judge. Try not to evaluate. Whether the person is right or wrong, good or bad.

4. Have a genuine interest in learning about the other person.

These guidelines become the basis for really tuning in to another person and is the beginning of forming coose relationships.

III. Dyads: attention

Directions to Teacher: The teacher will serve as leader for the following dyads which are designed to show the components of effective attention-giving behavior.

Directions to Students: For the following experiences I would like you to choose another person you would like to have as a partner preferably someone with whom you do not often play or work.

Alternative: Teacher can divide the class into two groups with students counting off to determine pairs I.e. the ones will be a pair,,two's, three's, etc. Each pair will move apart; members of each pair sit facing each other.

We are going to experience some exercises which demonstrate the importance of attending well to others. When you attend well you can better share in the experiences of others; you can also see how what you do and say affects the other person. O.K., let's try it.

All label yourselves A or B to make it easier for me to give instructions.

A. A, talk about anything you want -- a hobby, a sport you enjoy, a good friend, your family, etc. B, pay no attention to A in any way. Doodle, look around the room, thumb through a book, but do not look at A in any way. A, continue talking until you become uncomfortable, then say "Stop". Begin. (Allow five minutes)

Reverse the procedure. B will talk. A, give B a dose of his/her own medicine. Say "stop" when you have had enough.

Process: How did you feel when you were the speaker? What do you think would happen to a relationship if this kind of inattention was the way the two people related?

B. O.K. this time you go first, B. Again talk about anything you wish. A, as B is talking, look at him for a few seconds, then, glance away, look at the clock, tie a shoe, look back at B for a few seconds and away again, say "I'm listening," etc. When you have had enough say "Stop". (Allow five minutes.)

Reverse. O.K., A. now you talk. B, return the favor that A did for you. When you have had enough, A, say "Stop".

Process: How did you feel when you were the speaker? What would happen to a relationship if people related in this way? Does this remind you of people you know?

Explanation: This kind of attention is often frustrating and irritating. You may have wanted to say, "If you don't want to listen say so. This kind of attention is almost punishing. But, it can get **worse.**

C. O.K. A, you're up. Again A, talk about anything you wish. B, B, this time look at B with a stern face, the face of your father or your school principal when he is disapproving. No words, no facial expression except a stern, punishing "how me" look A, when you have had enough say "Stop". (Allow five minutes)

Now B, it is your turn. Chatter away. A, show B what it felt like.

Process: When you were the speaker, how did you feel? What do you think would happen in a relationship in which punishing attention was the method of attending? How, if any did this punishing attention change what you were saying? Did this remind you of anyone you know?

Explanation: You probably felt you were being punished on the spot. Perhaps you kept talking faster and faster. In this kind of situation there seems to be no **escape** but to withdraw. You might want to avoid this person in the future. Let's see what alternative behaviors are possible.

D. Back to you now, B. Talk to A about something important to you, something that makes you happy, sad, etc. A, look directly at B as he/she is talking. As you look, listen carefully to what B is saying, but most important, listen to what B is feeling about the situation he/she is describing. Try to show in your face that you are sharing the feeling that B is

expressing, for example if A is showing sadness try to show by your expression that you understand the sadness that he/she is experiencing. Work hard at this. Use no words. (Allow five minutes)

Now A. You share something meaningful as B did. B you try to show in your face the feeling A is sharing.

Process: How did you feel this time when you were the speaker? Did you feel understood? Did you feel the listener cared about you and about what you were saying? What do you think would happen in a relationship if people responded in this way? If you really care, does this behavior show caring?

Explanation: Most of us really care about the important people in our lives. We want to know about the things that make them happy, sad, angry, etc. Most of us think that other people know we care, but we all need to be reassured about the caring that another feels. If you care, express this in a way that the other person will know this. Nonverbal Empathy, the behavior we just practiced, is one way to show interest and care. Without a word from the listener the speaker feels understood. Can you describe some experiences in which this kind of attention made you feel understood?

IV. "Dear Abby" Disscussion Groups

Direction to Teacher: This activity may be done at a separate time or to follow the dyad experience. Enough time should be given to both, however, in order to get the most learning from both.

Introduce this activity by bringing to class a newspaper that contains a Dear Abby column. Ask, "Who recognizes this column in the paper? What can you tell me about Dear Abby? As students comment listen and emphasize how the column is used, "to tell a problem and get advice", "to get something off your chest," "to see if anyone else has a problem like yours." Explain that people of all ages have problems and that many people seek understanding and help. Distribute slips of paper to the students and say, "Today we're going to begin our own version of Dear Abby. Start by writing down a question or problem that you have, or someone you know has, or that you think would be interesting to discuss. By the way, in talking with other students I have discovered some interesting problems that you might want to talk about, so I'll include a few of these." Tell the students that they are not to sign their names. (If the teacher wishes she/he can insure anonymity by typing the problem on another piece of paper and use the typed copies as the basis for discussion. Assure the students, in any case, that the problem they write down will not be identified in any way, unless they should choose to do so.

After the students have written their suggestions, the papers are collected. Here are some sample questions that can be added to the

list from elementary school cases: "Nobody likes me. Others tease me because I'm dumb. I have a bad temper that gets me in trouble. Some boys chase me home after school and want to fight with me, and I don't know what to do. I have to take care of my little sister all the time and can't play with the other kids. My dad won't let me grow my hair long. I want to play football but my mother won't let me. She treats me like a baby."

The class is divided into small discussion groups of five to six students. Each group is given two or three problems and members are given the task of responding to (a) how it would feel to have a problem like that, and (b) what should a person do when they feel that way. Ask one student to pretend that that problem is his/hers and talk about it with the group. The rest of the group is to practice nonverbal empathy.

Giving solutions and advice is not important at this time. The goal of these sessions is to increase respect and understanding rather than to provide solutions.

Process: As soon as the groups have discussed the problems given to them, have each group present to the total group its discussion experiences. As the discussion takes place, continue to emphasize feelings and behavior. Model nonverbal empathy throughout this experience. Ask the groups how it felt to present a problem (even though it was not their own problem) and have the complete attention of the group? Have you ever been in a situation in which you experienced this kind of attention? What would it be like to live in our families if this kind of behavior was the rule? In the classroom?

V. Improvisation: Pass the Emotion

Directions to Teacher: This activity is best done in a circle in a gym or open area, however, it can also be accomplished with student standing next to their seats. Music enhances this activity, but again is not essential. One student is chosen as the leader. That child stands at the front of the room (or the middle of the circle) He/she chooses some motion which expresses an emotion. Explain that the emotion can be captured through gestures, facial expression, body posture, etc. The leader then moves toward another child in the room, expressing the emotion in his/her walk. The leader-child stands facing the choice-child and the latter mirrors the motion of the frist. The choice-child, after reflecting the total motion--gestures, facial expression, and body posture, of the leader child changes places with the leader child and walks to the front of the room (center of the circle) continuing to mirror the motion, but including the walk. When the child comes to the front he/she becomes the leader and pass the (e)motion continues.

Communication
Listening Activity I
Grade 5

"Sound To Emotion And Back"

I. The Set-up

The nature of this exercise requires some deception. Since we want to establish the fact that emotions affect perception, a listening exercise when students are "down" should produce poorer results than when they are up.

Say in a quiet, serious manner, departing from your normal demeaner. "I need to talk with you about something. Your behavior the past few days has been so disturbing to me that I think we may have to make some major changes in here. I'm really disappointed in your actions"... etc. Go on to scold them sternly enough to create a "down" atmosphere in class. Using your own judgement about how realistic it should be, including specific recent problems you can recall. Then assign a particularly unpleasant homework assignment to help them "shape up." When you feel that a heavy, negative feeling exists in the room, say, "I'll have more to say about this later." Then read the following to them: (do not tell them there will be questions)

"The New Student"

Mike entered a new high school last year. On August 14th, a Thursday, he drove his Yamaha 250 to the Franklin Roosevelt High School to find out what he should do about enrolling as a new student.

As Mike entered the main lobby, he read a sign explaining that new students should register on Friday, but that they must make appointments first in the office.

As he turned to head for what he figured to be the office, a small notice caught his eye. It was in pencil, hastily scratched on a small piece of paper, "Hey, New Student," it said. "If you can blow a trumpet and are interested in making a little extra cash, read on." Well, Mike could, and he was, so he did....

Then ask them the following questions (answers to be written down) and collect the papers.

1) The boy's name was _____. (Mike)
2) The name of the high school is _____. (Franklin Roosevelt)
3) He went on what day of the week? _____ (Thursday)
4) What date? _____ (August 14)
5) How did he get to school? _____ (Motorcycle)

6) Name the brand and model of his transportation. _____ _____ (Yamaha 250)
7) He came on the right day to register _____ (True-False)
8) His coming to school that day was a waste of time (True-False)
9) What instrument did he play? _____ (Trumpet)
10) Was he interested in making money? _____ (yes)

Now explain to the class that the scolding was just part of an experiment - that you are not upset by their behavior, and cancel the assignment. Give them time to settle down but postpone answering questions about the experiment until later.

When they're settled, say, "O,K., listen to this," and read the following to them, and let them answer the questions. (answers are to be written down)

"Judy and Paul"

Judy didn't know Paul for the first 14 years, 2 months and 10 days of her life. She had been interested in music for most of that time, and she studied the violin for nearly 4 years. Until her freshmen year at Watson High School, she made good grades and was involved in scouts, Jobs Daughters, and she wanted to be a cheerleader.

If you suggested to her that her life began going downhill that Tuesday she met Paul, she would deny it. But she did remember very clearly the day they met.

She was wearing clean but carefully faded blue jeans, a soft white nylon turtle-neck sweater and desert boots. She looked exactly like what she was - a quiet, studious, "good" girl from an upper-middle class family of 5, doing what people expected her to do.

Judy didn't remember what Paul was wearing the day they met, but she can still remember his eyes, the way he looked at her with his blue-gray eyes.....

1) The girls name was _____. (Judy)
2) She went to what high school? _____ (Watson)
3) How old was she when she met Paul? _____ _____ (14 years, 2 months and 10 days)
4) She played what instrument? _____ (violin)
5) For how long? _____ (nearly 4 years)
6) She met Paul on what week day? _____ (Tuesday)
7) Before she met Paul she was a cheerleader. _____ (True or False)
8) There were 5 other people in her family. _____ (True or False)
9) She was wearing what colors when they met? _____ (blue/white)
10) Paul's eyes were what color? _____ (blue-grey)

Now give them back their first papers and let them grade both sets of questions. Ask how many did better on the second set than the first. (If the class did not show a gain the second time, explain that this sometimes happens - the questions may have been harder, the material more difficult to remember, etc... normally however, research shows, retention is significantly higher in emotionally positive conditions. The students should readily admit that listening the second time was more enjoyable.)

II. Wrap up questions

Does how you feel really affect how you act? Would that include how you listen, too? How can we use that information? Some possible answers are:

1) If someone's not listening to me, it may be because she's (he's) in a bad mood.
2) If I want someone else to really listen to something important, it would help to know what mood she's (he's) in.
3) If I sense that I'm in a "down" mood, I know I'm going to have to listen harder and try to help myself get "up" again.

III. Feeling Trip

Warm Up - Let the students get comfortable, heads down, if possible, fill a glass or cup with water, get something like ice that will "tinkle" when shaken, stand behind the students (no peeking) and see if they can identify the sound. A large paper clip bent "open" or small piece of metal in a glass or cup held at the bottom will "ring". (If a "glass tinkle" is not possible, talk the students through an imaginary ice-glass sound then go on to the mind trip.)

"What is it? What does it make you think of? How does it make you feel? Close your eyes and let the sound take you on an imaginary journey. Pretend it's a hot summer day with a deep blue sky and lots of white fluffy clouds. Where are you? (no answers; pause, but let these be thought questions? Stop the sound when the students are into the trip.) In your own yard maybe? Think about the way your house looks from where you are. Can you see the color? The trees or shrubs? The windows? Is the door open or closed? Who's with you? Let's say it can be anyone you choose. What are you doing? How are you dressed? Look down at your feet. Are you barefooted? Feel the cool grass. Someone is coming over to be with you. They're smiling and laughing at something you said. They're happy to be with you. How are they dressed? You are talking about something. What is it? O.K., open your eyes slowly and come back to the room. How do you feel?"

Permit some discussion of their imaginary trips: Where they were, who were they with, what was the drink, did anything unusual happen, etc? Then ask if anyone feels different now from the way they felt before the trip.

Try to tie their imaginings to a stimulus or trigger, like the ice-tinkling in this instance - that sound sometimes influences feelings.

Ask: Are there any sounds that make you feel any special way?

What sounds make you feel bad? (moaning, alarm, a dripping faucet at night, school bells, crying, etc.)

What sounds make you feel good? (bacon frying, laughter, music, etc.)

Option: If time permits, students could list 5 sounds they particularly like and why - also 5 they dislike.

"Who Wants To Hear It?"

I. Without any introduction except, perhaps "Let's try something." Give a student the following instructions: "Jerry, listen carefully. Go find the "P" volume of the encyclopedia. Turn to page 175. Count to the 17th word. If it has more than one vowel, go back to your seat and whisper your birthdate to the person on your right. If it has only one vowel stand by your desk and turn completely around 3 times and sit down." If you feel this can be accomplished the first time, you could make it slightly more difficult (hold up your right hand, let it be more than one word, add more "if's", etc.)

"Now let's try it again only this time pretend I'm going to give you a ten-dollar bill if you can do it, O.K.?" Show one if you have it.

Repeat the instructions changing the specific page and word numbers, etc. Jerry should be able to follow the instructions better the second time. Ask: Did you do better the second time? I wonder why (or why not)? Do you listen better if you really want to? Is it O.K. to force yourself to listen sometimes? What do you do when you realize you haven't been listening? How do you feel?

Note to teacher: It might help to preview Part I of this activity carefully and modify it to fit both your own room and your specific class. It should be too hard to do without listening carefully but relatively easy if the student really wants to.

II. Who Heard It?

This activity focuses on the tendency in people to listen to what they are interested in hearing.

Read the following and then match the reactions to the people":

A. "The local elementary school will be closed for the rest of the week for furnace repairs. The time lost will be made up during the spring recess."

Reactions:

1. Yippeeeeeeee (guess who!)
2. Oh No! Not the spring break!
3. Oh No! Where can I get a baby-sitter for tomorrow?
4. Hmm. Wonder why they didn't call me.
5. Well, the teachers and students stay home, but I'll have to dress warmly and go anyway!

People:

a. A mother who had planned a shopping trip tomorrow.
b. A 5th grader who just got a new mini bike.
c. A teacher who'd planned a spring vacation.
d. The principal.
e. A local furnace repair man who was not asked to do the job.

B. "The St. Louis Cardinals lost their last chance for the National League Pennant today when Pittsburgh defeated Chicago 5-4 as a result of a Pittsburgh pitcher's home run in the bottom of the ninth....."

Reactions:

1. Oh well, maybe next year.
2. Today! Whoopee!!!
3. We did it! We did it!
4. Hmmm. 5 to 4. That gives the Pirates 194 runs this season.
5. A HOMER! I'll fix him a big steak tonight!

People:

a. A Cardinal fan.
b. A Chicago fan.
c. A Pittsburgh fan.
d. The wife of the Pittsburg pitcher.
e. A secretary who bet on today's date in a baseball pool.
f. A sports records fan.

Options:

In groups the class could make up other 'announcements' and list the possible reactions:
-A weather report (stormy, snow, sunny, etc.)
-A farm price increase
-Prediction of 50 million acid rock records this year.

Or after an announcement is made the group could list various people that volunteers from the rest of the class could role-play.

Example:

Announcement: Stormy weather report person - A charter fishing boat captain.
Volunteer: "Well, guess I'll have to call that party and tell them I can't take the boat out tomorrow!"

STUDENT HANDOUT

1. Announcement - The local elementary school will be closed for the rest of the week for furnace repairs. The time lost will be made up during the spring recess.

Reactions:

1) Yippeeeee (guess who!)
2) Oh no! Not the spring break!
3) Oh no! Where can I get a baby sitter for tomorrow.
4) Hmm. Wonder why they didn't call me.
5) Well, the teachers and students stay home, but I'll have to dress warmly and go anyway!

People:

a) A mother who had planned a shopping trip tomorrow.
b) A 5th grader who just got a new mini bike.
c) A teacher who'd planned a spring vacation.
d) The principal.
e) A local furnace repair man who was not asked to do the job.

(Connect With Lines)

2. "The St. Louis Cardinals lost their last chance for the National League Pennant today when Pittsburgh defeated Chicago 5-4 as a result of a Pittsburgh pitcher's home run in the bottom of the nin'h...."

Reactions:

1) Oh well, maybe next year.
2) Today! Whoopee!!!
3) We did it! We did it!!
4) Hmmm. 5 to 4. That gives the Pirates 194 runs this season
5) A HOMER! I'll fix him a big steak tonight!

People:

a) A Cardinal fan
b) A Chicago fan
c) A Pittsburgh fan
d) The wife of the Pittsburgh pitcher
e) A secretary who bet on today's date in a baseball pool.
f) A sports record fan.

3. Other announcements:

People:

_____ _____
_____ _____
_____ _____

4. _____ _____
_____ _____
_____ _____

Communication
Verbal Skills
Activity I
Grade 5

"Don't Ask Me"

I. "I urge"Telegrams

Directions to Teacher: This exercise provides students practice in giving feedback to someone who is important to them without the risk usually involved in doing this. The teacher will provide a 4x6 card or, better yet, a blank Western Union telegram form. After the students complete the telegrams, students can be called upon to read their telegrams to the class, (allowing anyone who wants to pass to do so.) The telegrams may also be posted so that students can then see what their classmates wrote. (Again, allow any student the option not to share their telegrams.)

Directions to Students: I would like you to choose a real person and write a telegram to that person beginning with these words: "I urge you to. . ." The message is to have 15 words or less. You are to sign your name. In this message tell this person something you would like this person to change to make you feel more comfortable about your relationship. In each case, the telegram should reflect something you, the sender, feel is important and could help you. Anyone who does not want to share their telegrams will not be required to do so.

II. Dyads - Basics of Communication

Directions to Teacher: The teacher will serve as leader for the following dyads which are designed to show important basic aspects of communication.

Directions to Students: For the following experiences, I would like you to choose another person you would like to have as a partner, preferably someone with whom you do not often play or work.

Alternative: Teacher can divide the class into two groups with students counting off to determine pairs i.e. the ones will be a pair, twos, threes, etc.

Each pair will move apart: members of each pair stand or sit facing each other. I'm going to ask you to talk to each other using rules that force you to talk in certain ways. I want you to notice how you feel as you use these different kinds of sentences. Also, think about how you feel about your partner as he/she uses these different kinds of communication. I want you to find out how your conversation with another person changes as a result of different kinds of messages. Also think about how much real communication is occurring. Is the

other person getting to know you better--what you think and what you feel?

A. Talk to each other about anything you choose--your hobby, sports, a friend, your family. In this exercise you will not have any specific rules to follow. Talk freely about anything you want and in any way you want. Be aware of what you and your partner do talk about, how you talk, and how you feel as you do this? (Allow three minutes)

Process: As a total group ask: What did you notice about your communication? What did you talk about? How did you talk? Did you really talk to each other, or did you just sit back and scatter words at each other? Did you mostly maintain eye contact, or did you mostly avoid looking at your partner?

B. Questions: I want you to do nothing but ask questions. Ask each other any questions you wish, but do not answer these questions. Every sentence must be a question. Go ahead... (Allow two minutes)

Process: Now discuss how you felt during this experience. Don't get hung up on the fact that most of you probably wanted to answer the questions you were asked. Discuss other aspects of your feelings about asking, and being asked questions.

C. Changing Questions to "I" statements; Now I want you to remember the questions that you asked each other, and to change every question into an "I" statement. For instance, if your question was "Why do you wear boots?" your statement could be "I notice that you are wearing boots," or "I like/dislike boots," or some other statement about the boots that begins with "I". It is possible to change every question into an "I" statement. If you have difficulty remembering your questions, perhaps your partner can help you remember some of them. (Allow four minutes)

Process: How did you experience making I statements to asking questions? How do you feel as the receiver of these questions and statements?

D. Why-Because - Now talk to each other using only sentences that begin with the words "why" or "because". Every sentence must either be a question about something here and now that begins with "why" or an answer that begins with "because". (Allow two minutes)

Process: How did you feel when asking why questions? How do you feel as the receiver of why questions? How do you feel toward your partner?

E. How-Thus - Now talk to each other with the restriction that each sentence must either be a question about something here and now that begins with the words "how" or "what" or an answer to one of these questions. An answer to a "how" or "what" question does not begin with the word "because". Both "why" and "because" are forbidden, and "how come" is also not permitted. How come? is a substitute for

"why." "How are you feeling?" might be answered with "I'm feeling excited and I can feel my shoulders tensing." "What do you like about me?" might be answered with "I like the way you smile and tilt your head as you talk to me." (Allow three minutes)

Process: How did you feel during this experience using "How" and "What" questions? How did it compare to the experience of using "why" questions and "because" answers. Which kind of question and answer really communicates information and helps you contact the other person?

III. Lecturette

Questions are not direct statements of feeling, but instead direct attention to the other person. These questions often cause the other person to feel attacked. This is particularly likely if the question begins with "why?" If, however, I change my question to "I" statements, then I take responsibility for my position, my ideas, thoughts and feelings. Instead of hiding behind a question, I reveal myself to the person with whom I am talking. Very few questions are honest requests for information, and if a question begins with "why" you can be almost certain that it isn't honest.

How and what on the other hand are useful questions that can lead to better understanding. When you ask "how" and "what" you request information about facts and processes. When you ask "why" you only ask for endless explanations--the cause of the cause of the cause of the cause of the cause.

Many questions are traps that ask you to tell something about something you did or about yourself so that the other person can then punish you, argue with you, etc. If you were left home alone and were told by your parents to be in bed at nine o'clock, but stayed up until ten, a question the following morning about when you went to bed could cause a problem. If your parents somehow know that you stayed up late and are angry this question could be a trap. If you are honest, your parents can get legitimately angry, and if you lie they can catch you in your lie. Instead your parents could say, "I saw your light go out as we drove in the driveway. It was ten o'clock and I am disappointed that you did not follow our directions." Most questions are indirect. Only through 'I' statements can you communicate your feelings directly and openly.

IV. Appreciation

One idea that people have is that other people know when we appreciate them. We take it for granted that they know when we are pleased, so we don't bother to express our approval directly. Even if I know that you appreciate me, I like to hear you say it now and then. Now I want you to take turns stating your appreciations of each other. Begin each sentence "I appreciate" and go on to state your appreciation specifically and in detail. Use examples to be certain your partner knows exactly what you appreciate about him. Take about five minutes

to do this. If you get stuck, just start with thw words "I appreciate" and see what words come to you next.

Process: Share how you felt as you told your partner how you appreciate him/her. How did it feel as you gave and as you received appreciation? Did you learn anything new as a result of doing this exercise?

Communication Skills
Verbal
Activity 2
Grade 4,5,6

"Level With Me"

I. Lecturette--Discussion

Let's begin with a review of what we know about our feelings. I would like to tell you a short story. In the beginning there was a child. The child responded to the world openly, honestly, and spontaneously. The child laughed when he/she was happy. The child cried when he/she was sad. The child lashed out when he/she was angry. The child explored when he/she was curious. The child stared when he/she was fascinated. But the child learned:

You don't hate your sister!
Big boys don't cry.
Now shake hands with each other and apologize.
Jonny, are you playing with a doll?
Why don't you go into the house and help your mother like good girls should?
Little girls should be seen and not heard.
Don't be so curious.
You're not afraid of your grandpa, are you?
Don't stare at the man.

The child wondered, "When I follow my feelings, I am punished. I feel and yet I must not. I try not to feel, but the feelings keep coming. I feel guilty when I have feelings. Nobody else seems to feel like I do. What's wrong with me?"

Process: Do you ever feel this way? What things have you been told by your parents that make you think it is wrong to feel? What feelings are OK? What feelings are not OK?

The child got older. He/she learned to blame others for making him/her feel. The child learned, "Though I'm not supposed to feel, when I do feel, I must not show my feelings openly. I must hide them. I do not know any other way to deal with them. I cannot sort out my feelings anymore. They are all mixed. I have difficulty talking about my feelings. I don't know how to label them. I have feelings about myself when I attempt to talk about them.

Process: What feelings do you have that you feel you must hide? What made you think that it was necessary to hide your feelings? Can you share some of your feelings? With whom do you share your feelings?

This is how we grew up. We were short-changed in the one area that is so important in having good relationships with people. We learned to hold back our feelings rather than to share them. We thought that by some magical process they would go away. In action these thoughts are "Don't express your feelings directly. It is OK to do so indirectly."

Because many of us have not learned to (1) accept our feelings, (2) express our feelings directly, or (3) to deal with feelings expressed by others, we will spend some time doing exercises that will give you some practice. The task is not easy, but it is worth the effort.

II. Typical Styles of Response - Exercise

Directions to the Teacher - Make certain that each student has a sheet of paper. Read the following situations to the students and have them respond as they would typically. Tell them not to try to respond as they think they should, but rather to write what first comes into their heads.

Directions to Students: I will read several situations, one at a time. After you hear the situation, write down on a sheet of paper exactly what you would say to me--word for word how you would respond. Don't think too long--write down your spontaneous response. Any questions?

Situations:

1. You come home after school and find that your younger sister/brother has been in your room and has gone through your desk drawers. You look for him/her and find him/her sitting in the family room watching Batman on T.V. What will you do or say?

2. Your mother comes into your room while you are studying and accuses you of messing up the kitchen. You have not even been in that part of the house since you came home from school.

3. Your friend is telling you about a problem that he/she is having. You have been listening, but he/she continues on and on. What do you do or say?

4. You have been working on a report that was due for Friday. You finally complete it on Thursday night. You come down for breakfast put it on the counter. Your sister walks by it, and spills her orange juice all over the cover. What do you say?

5. A friend comes over to your house. You are listening to records and playing with a new game. Your friend starts looking through your records, getting them out of order and taking them out of the jackets. What will you say?

III. Typical Styles of Response-Discussion

Directions to Teacher: After the students have recorded their responses, ask them if they would be willing to share their responses. Get about five or six responses for each situation and write them on the chalkboard. Explain to the students that there are typical styles of response. Hand out the student sheet (following) which describes these typical styles of response and go over these with the students. Label the responses which are on the board as a group. Ask them to label their responses based upon these categories. (Allow five minutes) After they have labeled their own ask if they have any responses that they were unable to label. Go over these responses with the students and label these. Tell the students that all of these styles of response are indirect ways of responding to the behavior of another person. We are going to learn a more effective manner of responding called leveling.

IV. Lecturette - DESI Messages

There are many times when it is necessary to let another person know you don't like the way in which he/she is behaving. This can be accomplished in many ways. Peace-Maker, Blamer, Distracter, and Computer styles all provide good examples of ways in which this is often done. If we use only these styles, however, good communication and good relationships become impossible. Resentment, anger, and isolation are caused when leveling is the exception rather than the rule.

A DESI message consists of three parts:

1. Describe - Describe the specific behavior involved. Describe the behavior as exactly as you can so that you let the other person know that you do not like his behavior and that you are not down on him as a person. For example, "When you mess up my room," as opposed to "you are really a nuisance, don't you know how to behave?"

2. Express - Communicate to the other person how this behavior has made you feel. Are you feeling mad, sad, glad or angry? Give a definite label to your feelings so that the other person receives a clear message.

3. Suggest/Involve - Don't leave the other person in the dark. Now that you've told him what he can't do, let him know what he can do. Suggest a positive behavior to replace the negative one. If you are together enough at the time an even better way to complete a DESI message is to ask the other person if he/she can think of an alternative behavior.

DESI messages give the other person a complete and specific message. When you describe the behavior, you are giving him a picture of his behavior. When you express your feelings, you're giving an honest picture of yourself, and when you suggest an alternative you are helping the other person to learn what it is that you do want. The order of the message is not important; however, it is important that all three parts of the message be included.

V. Exercise - DESI Messages

Directions to the Teacher: In this exercise the students will have the opportunity to try out their own DESI skills in specific situation presented. Remind them to include all three DESI elements, in each response. The order is not important.

Worksheet

Directions: In this exercise you will be able to practice writing DESI messages. Be certain that you include all three elements of the DESI message although the order is not important. When you have completed the exercise check your answers with your classmates.

1. You come home after school and find that your room is a mess. You also find that your drawers have been gone through. You find out that your younger sister has been in the room.

| Describe Behavior | Express your Feeling | Suggest/Involve in Alternatives |
|---|---|---|
| _____ | _____ | _____ |

2. Your father has been calling you a pet name in front of your friends.

| Describe Behavior | Express your Feeling | Suggest/Involve in Alternatives |
|---|---|---|
| _____ | _____ | _____ |

3. Your friend comes over and spills soda and crumbs all over your room. You realize that you are going to get in trouble for the mess.

| Describe Behavior | Express your Feeling | Suggest/Involve in Alternatives |
|---|---|---|
| _____ | _____ | _____ |

4. Your best friend with whom you always walk home from school goes off with someone else in the class.

| Describe Behavior | Express your Feeling | Suggest/Involve in Alternatives |
|---|---|---|
| _____ | _____ | _____ |

5. You are yelled at by your Mom for being home late from school. You have actually been doing an errand which she had asked you to do the previous day.

| Describe Behavior | Express your Feeling | Suggest/Involve in Alternatives |
|---|---|---|
| _____ | _____ | _____ |

VI. Communication Styles - Practice Planning a Vacation (Optional)

Directions to the Teacher: The class is to divide into family groupings of 4-5 members, with a mother, father, and two or three children. Divide the class by having them count off, or have the students choose their own family. The teacher will serve as facilitator of these groups. The students will take names other than their own, including a different family name. The group will decide together what this name will be. You may have to refer to the student sheet where the different ways of communicating are discussed: peace-making, blaming, computing, distracting, and leveling.

Directions to the Student: You are all to form family groups of four-five members. (Give directions as above) In this exercise you will all be a family. You are to choose family roles: mother, father, children. (Allow 2 minutes) You are also each to choose a different first name and together you are to choose a different family name or last name. (Allow four minutes) Remember the styles of communication that we discussed--peace making, blaming, computing, and distracting. (Students can refer to student sheet) We are going to use these styles in talking with our new family. (Allow three minutes for each of the following exercises) Assign parts to each of the family members.

I will assign each of you a role and for a certain period of time you will respond to the other members of your family using this communication style. You will try to plan something. A vacation, a family evening, a thanksgiving dinner, etc. Don't forget to stay in your role. O.K.? For the first part....

| | Mother | Father | First Child | Second Child | Third Child |
|---|---|---|---|---|---|
| 1. | peace-maker | blamer | peace-maker | blamer | peace-maker |
| 2. | blamer | computer | irrelevant | blamer | irrelevant |
| 3. | irrelevant | peace-maker | blamer | computer | blamer |
| 4. | computer | irrelevant | computer | blamer | peace-maker |

Process: After each three minute time period stop, ask the groups to sit back and close their eyes. Try to feel how it would be to live in this way in your family all the time. Tell your partners about how you felt as you were playing the role. What actually happened? What were your thoughts, feelings? Say how you felt toward other members in your family group while you were playing the role and tell them about it.

VII. Leveling

This last time I would like you to all try to plan the same vacation. evening, meal or activity, but to use direct statement of feeling. Express as openly and honestly what it is you want and why it is you want it that way. Level with one another and try to resolve the situation.

Process: How did it feel living in this family. Tell your partners how you felt as you were playing the role. What actually happened? What were your thoughts, feelings? How did you feel toward the other members in your family group as you attempted to level with one another?

Note: The "Response Styles" are borrowed from Virginia Satir's book Peoplemaking.

PEACE-MAKER: Acts as if he (she) agrees. Tries to please, reassure, sympathasize, and console. Wants peace at any price.

Example: 1. You've had a really hard day.

2. It's O.K., dear.

3. You can have something different for dinner if you want. I can get you a sandwich.

BLAMER: Disagrees on principle no matter what is said. He (she) gives orders and finds fault.

Example: 1. We've had this for dinner three times this week.

2. Why can't you do it right?

3. You go upstairs young man (woman) and do your homework.

COMPUTER: Talks as if he (she) has no feelings. Words sound super-reasonable and lack affect.

Example: 1. I am troubled by the inability of this family to get along.

2. I am happy to see that you were able to achieve your goal.

DISTRACTER: Comes out with irrelevant words and affect. Moves continually.

Example: 1. Spilling milk.

2. Fidgeting in chair.

3. Makes a response which is irrelevant to previous statement.

a special note to the teacher

concerning

problem-solving....conflict resolution...confrontation

activities.

> For many years, I played these 'Aren't-you-impressed-by-me?-Can-you-beat-that?"-games until I realized that I always got clobbered and that I could not possibly win. At that time I was still interested in the widespread human folly that it is important, even required, to win.
>
> F. Perls, <u>In and Out of the Garbage Pail</u>

There is a need for experiences in interpersonal problem-solving in an unreal or game setting that permits the flow of emotional interchange without the threat of "live" confrontation; it is our hope that teachers understand the value of a non-evaluative, non-judgemental role in these activities - a kind of benevolent moderator.

The PACE problem-solving series is a developmental, interdisciplinary progression of activities, from simple to complex, encouraging students to improve their interactive skills in 'safe" settings such that there is maximum carry over to "real life" confrontation with minimum exposure or risk.

Teachers looking for a "right answer" or clearly definable objective may be disappointed by some of these activities. Most of them do not have an "answer." Student <u>involvement</u> in the process is the underlying "goal", if there is one. When the student can relax and laugh and get into the "gameness" (nobody will get hurt) there is much more likelihood that he or she will be able to achieve that reflective, quiet insight (inductively) into his or her own (or others) non-productive confrontation behaviors — blaming, defending, accusing, attacking, withdrawing, "winning", "losing" — and as a result be more likely to choose a more productive approach.

Teachers are urged therefore to resist temptations to "lecture" or "teach" toward "should-behavior", yet adherence to the rules is a necessary and justifiable expectation.

Communication
Problem Solving
Activity I
Grade 5

"Darn!"

I. Brainstorming

Ask: What's a tin can good for? After a few conventional answers ask if it could be a toy for a small child? A hood ornament for a car? A secret burying container for a spy ring? When they begin to get into the spirit of free thinking, ask them to list as many uses of a can as they can think of. Let them work individually for 3 or 4 minutes; then share with one other, adding to their lists; then in fours, two pairs.

After 10 minutes of so ask: How many increased your original lists by 10 when you shared with others? 20? More?

Quickly tally all the uses the class named (time might prohibit listing them on the board) to get a rough idea of how many uses tin cans could have. (Some in the class might be interested in volunteering to collect all the group lists and make a master list for later sharing.)

There may be some comment about the impracticality of some of the uses. Elicit with discussion questions the idea that the impractical, "far-out" ideas often lead to very exciting possible solutions.

Briefly summarize "brainstorming". It is the process of thinking of as many ideas or solutions as possible without trying to judge the practicality or value of each one. In other words, no matter how wild or unusual, it is O.K.

It may be necessary to mention that some people get so "turned on" by joking around that THAT becomes their goal. Encourage them to understand that while some solutions may be funny, that should not be the purpose of the idea.

II. Hand out and read to the class the story "Darn". As you read the story put "DARN", vertically on the board completing the acrostic horizontally as you come to each step:

D - Define
A - Alternatives
R - Results
N - Name

After the story, discuss the steps in the problem-solving process, helping the children be able to translate DARN into their own understanding. Ask: How do you solve problems? Do you have a method? Is a method sometimes a good idea? Do some people have a method that isn't written down somewhere but is still a method?

Describe how a baby might use a problem solving "system" to hammer round, square and triangular pieces into round, square and triangular holes. Ask about other toys that require problem solving (Tinkertoys, Lincoln logs, etc.) Ask how the square-topped schnitzle-seeker went about solving his problem and relate his efforts to the "typical" problem-solving responses.

A. Deny (Frist, he denied the problem - pretending it didn't exist. "Do you know of anyone who sometimes pretends problems aren't really problems, etc. Do we do it ourselves?

B. Minimize (Next, he "minimized" by pretending the tire wasn't really that serious. Have you ever, etc."

C. Get an Expert (Then he tired an "expert" who couldn't help him. Children can be helped to see the value in asking for help as a "good" problem solving alternative but also that it sometimes doesn't work: the expert may not be available; he may not be an expert; his solutions may not be acceptable, etc.

D. Facts Only (Next, he dealt with the facts alone, and they seemed to lead him into giving up being what he wanted to be - an unacceptable solution)

E. Feelings Only (Next he let his feelings "rule" but his anger did not help.)

Finally, a problem solving appraoch helped him reach an acceptable solution. The students can be helped to see that the problem solving technique does not provide the answer. It simply provides a method to seek an acceptable solution.

Note to Teacher: Handout the following sheet to the class. The story is to be read aloud.

"DARN!"

Once upon a time there was a SQUARE-TOPPED SCHNITZLE-SEEKER who was driving along seeking schnitzles when his car had a FLAT TIRE. "This is AWFUL." he said. "If I hadn't come down this road, it probably wouldn't have HAPPENED."

And so he went around to the other side of the car, CLOSED his eyes, and pretended as HARD as he could that the flat HADN'T happened.

But when he OPENED his eyes, and looked at the tire , he saw that it was STILL flat.

"How can I be a SCHNITZLE-SEEKER with a flat tire?" he cried. "Maybe it's not REALLY flat," he said, even though he knew it WAS. "I'll drive SLOWLY, and maybe it'll be all RIGHT."

MINIMIZE!

So he began driving very BUMPILY down the road on the flat tire, but the car was VERY hard to steer and he came VERY close to hitting a BRIDGE, so he stopped right there.

"Oh DARN!" he said. "There isn't a town within miles! I'll have to fix the flat MYSELF."

And with THAT he began to change the FLAT.

When he had removed the flat tire and put the WHEEL BOLTS carefully aside, he took the SPARE tire (which was good) off the car and promptly dropped it on his foot.

"Oh, DARN!" he said hopping about on one foot. That SMARTS."

"Oh, DOUBLE-DARN!" he said when he saw what he's done. I accidently kicked the wheel bolts into the CREEK."

"Oh, SUPER-DARN", he cried. How can I fix my flat and go seek SCHNITZLES now?"

But there was NO one there to answer him. Just then a CAR came down the road and stopped. On the door of the car were the words, "FLAT TIRE EXPERT"

"Oh, GOODY" the schnitzle-seeker cried. "I just KNOW that this person can solve my PROBLEM!"

But when he explained his problem to the flat TIRE expert, the expert looked at the FLAT; then he looked at the SPARE; then he looked at the CREEK, then he looked at his WATCH; then he looked at the SCHNITZLE-SEEKER, and said,"LISTEN, Mac, I'm a flat TIRE expert, and I can TELL you that you can't fix a FLAT without WHEEL bolts!" And,muttering under his breath, he went driving down the road, leaving the schnitzle-seeker all ALONE.

"Oh, DARN," he said. "Now what will I do?"

After he THOUGHT for awhile, he said, "I'd better look at the FACTS of the case.

1) I need a CAR to be a schnitzle-seeker.
2) I don't HAVE a car that WORKS, so
3) I'll just give UP being a SCHNITZLE-SEEKER."

But then he thought, "But I LIKE being a schnitzle-seeker. I don't want to give it up, I just wouldn't FEEL right."

"Maybe the answer is in my FEELINGS," he said. "How do I feel right NOW? I think I'm MAD," he said, and he was RIGHT. The more he FELT the madder he GOT. He finally got SO mad he started to SHRINK but it just didn't help.

"It just DOESN"t help," he said. "DARN!" "DARN!" he said. Then he said, "DARN!" 71 times, and as he was SAYING it, a group of young PROBLEM-SOLVERS, who were out for a walk, stopped to listen to him.

"Why did you say'Darn" 71 times?" one of the problem-solvers (who were also children) asked. So he TOLD them his problem.

"But you have the ANSWER," the children cried.

"I do?" the square-topped schnitzle-seeker asked.

"Of COURSE," they said. "It's what you've been saying - the word 'DARN".

"It's like THIS," one of the children explained. In school, they taught us to solve PROBLEMS with FOUR steps.

First, the letter'D' stands for 'DEFINE'. That means that the FIRST thing to do is to define or DESCRIBE the problem.

"But I KNOW the problem," the schnitzle-seeker said SADLY. "My car has a FLAT and I can't be a SCHNITZLE-SEEKER unless I have a car that WORKS." he wailed, and almost started to cry.

"But you HAVE a spare," one of the children said gently. "So THAT's not your problem. Your problem is that you need WHEEL bolts to make the spare WORK."

"I guess you're RIGHT," the schnitzle-seeker said, sniffling softly. "What does the letter 'A' stand for?"

"ALTERNATIVES" a youngster replied. "It means you think of all the alternatives or possible SOLUTIONS that you can imagine."

"And 'R' stands for RESULTS," said another. "That means you carefully consider the results or AFTER-EFFECTS of each alternative."

"Then you MAKE the BEST one," another said eagerly. "That's what 'M' stands for."

The square-topped schnitzle-seeker seemed uncertain STILL, but he listened carefully.

"HEY! Let"s BRAINSTORM this problem," one of the children said, "to get as many ALTERNATIVES as possible."

And the others agreed. So they wrote down ALL the possible solutions they could THINK of, being careful not to JUDGE any of them until they were ALL written.

"We could be BIRDS and FLY back to town for more wheel bolts," said one.

"We could turn into a wheel bolt FACTORY and MAKE more," said another.

"We could say some MAGIC WORDS and change some OTHER bolts into wheel bolts," said another. "Some OTHER bolts,"

one said. "How many wheel bolts does each wheel HAVE," he asked.

"FOUR," the schnitzle-seeker said.

"I wonder if THREE would work TEMPORARILY," another child asked.

"It MIGHT," the schnitzle-seeker said, beginning to get an idea. "If we took ONE wheel-bolt from EACH of the other THREE wheels, we'd have THREE for the SPARE!" he shouted. "That's the ANSWER!"

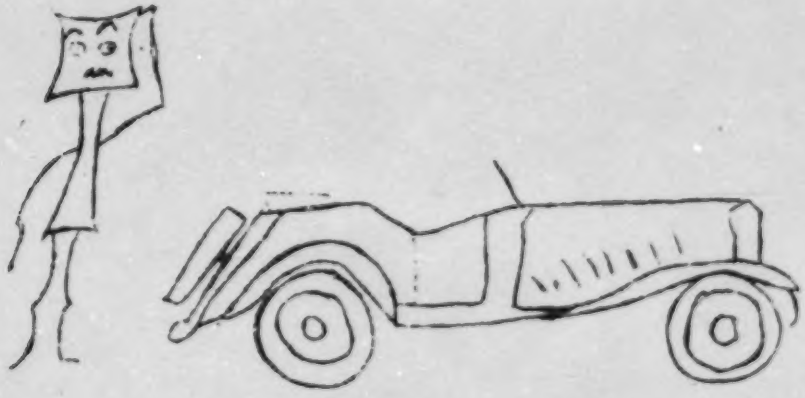
"Not QUITE," one of the children explained. We have to check out the Result of that Alternative first, before we can Name the answer."

"RIGHT!" the rest agreed. So they took ONE bolt from each wheel, used them to put on the SPARE and the Schnitzle-seeker drove CAREFULLY down the road to TEST IT.

"It WORKS!" he cried happily, and turned around to go back and THANK the children for helping him -- but when he GOT there, the children were GONE.

"DARN", he said. I wanted to THANK them and ask them HOW to remember the FOUR things to do to SOLVE PROBLEMS."

"DARN."



1. "Clue in" one student to be your partner for this activity ahead of time. (Let's call her "Sue".)

Tell the class that you think you have E.S.P.and that you feel particulary "psychic" right now! You think you feel strong "vibrations" coming from "Sue" and you'd like to see if it's real.

Explain to the class that Sue will think of any state in the U.S. and you will be able to know which one she's thinking of. All she has to do is ask you "Is it Kansas?" or "Is it Wyoming?" and you will "feel" the right "vibrations" when she names the "secret" state.

Let any student in the class whisper the name of a state to Sue so that you cannot hear - and your "mystic powers from beyond the grave" (go ahead - ham it up a little) will detect it.

What only Sue knows is this: Just before Sue asks, "Is it _____?" naming the secret state that is like a girl's name - the Virginias, Carolinas, Georgia, Louisiana, (Florida and Indiana if you both agree) immediately following the "clue" state Sue will ask, "Is it _____ and she will name the secret state, to which you will reply "yes" or, "that's it!"

Here's an example game:

You and Sue have already agreed that she will follow the state named like a girl's name with the secret state.

Someone in the class whispers "Texas" to Sue but of course you do not hear.

Sue: "Is it Illinois?"
You: (pretending to interpret vibrations)"...---NO."
Sue: "Is it Kentucky?"
You: "NO"
Sue: "Is it Alabama?"
You: "NO"
Sue: "Is it Georgia?" (That's the clue!)
You: "No." (but you know it will be the next one.)
Sue: "Is it Texas?"
You: "That's it!"

If someone else in the class has "E.S.P." also, (that is, they know you're doing it) let them be a part of the "act" so they don't expose the trick too soon.

Some extra rules you might need for a sharp class:

- If someone suspects you are seeing a signal from Sue, turn your back.
- If they wish, let Sue write the states on the board - or whisper them to yet another student who would ask you.

.If someone wants to guess without any questions from Sue, you're in trouble, but don't panic. Simply explain that you need the questions in order to "hear" the "vibrations" be resourceful.
.If someone suspects a clue from Sue and wants Sue to name the secret state first, you need another signal.

Sue could say, "Are you ready?" signalling you that the first one she names will be the secret one.

.If someone whispers a "clue state" as the secret, follow the same pattern, e.g., Sue uses another clue state just before the secret name (If the secret state is "Georgia", Sue could use "South Carolina" or "West Virginia" just before "Georgia")

II. After a few demonstrations of your "powers", you could let them in on the secret. Discuss their feelings while it was happening. What did they think? Did they try to figure it out? Did anyone think he/she "solved" it? How many thought they "had it figured." What did they try out and reject? Explain that this process is really part of the problem - solving process of DARN.

Define - Alternatives - Results - Name (See the previous activity on problem solving)

III. Then ask: could other states be used as "clues" instead of girls' names states? (yes, states that begin with a common letter - Arkansas, Arizona, Alabama. Alaska; or end similarly; states that "touch" Missouri; etc.). Then let the class get into groups of 4 or 5 to make up their own E.S.P. game, deciding on their own codes and signals. (Any common characteristic that some states share could be used as a clue e.g., the original 13 colonies; states with 5 letters or less; states with two words, like New Jersey, Rhode Island)

The game lends itself to teaching about the states as well as other groups or classifications of things - countries, cities, names of dogs, people or things in this room, etc., the list is endless.

Option: Scrambled squares. If there is time, the following activity provides an experience in nonverbal sharing and problem-solving interaction.

.Run off and cut the puzzles beforeclass.
.Use 3 puzzles in groups of 3 students, or 5 puzzles for groups of 5 students. The five-in-a-group arrangement is more complicated, and therefore may be more suitable for some classes.
.Give each student 3 (if you use the 3-person grouping) puzzle pieces that do not make a square, so that students will be forced to share to solve their puzzles. Example: one group may have the following distribution:

Student #1 has pieces B, C and E

Student #2has pieces A, C and F
Student #3 has pieces A, D and E

Note: Be sure each group has 3 complete squares (that is two A's, one B, 2 C's, one D, two E's and one F.)

Objects are to:

1. Complete your individual squares
2. Be the first group to be finished

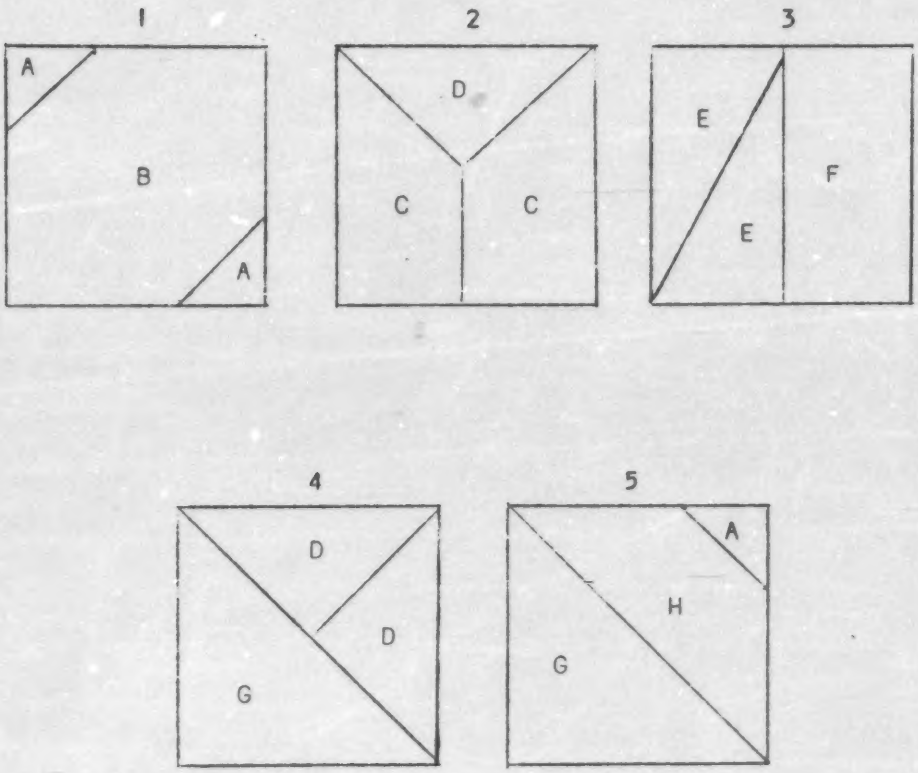
Rules:

1. No verbal communication
2. No leaving the group
3. (Optional rule) No gestures, pointing, etc.

After all groups have finished, discuss what happened, how they felt, what sharing took place, etc.

SCRAMBLED SQUARES
(for teacher use only)

The following guide will enable the instructor to cut as many puzzle sets as needed. All pieces with the same letter are the same size.



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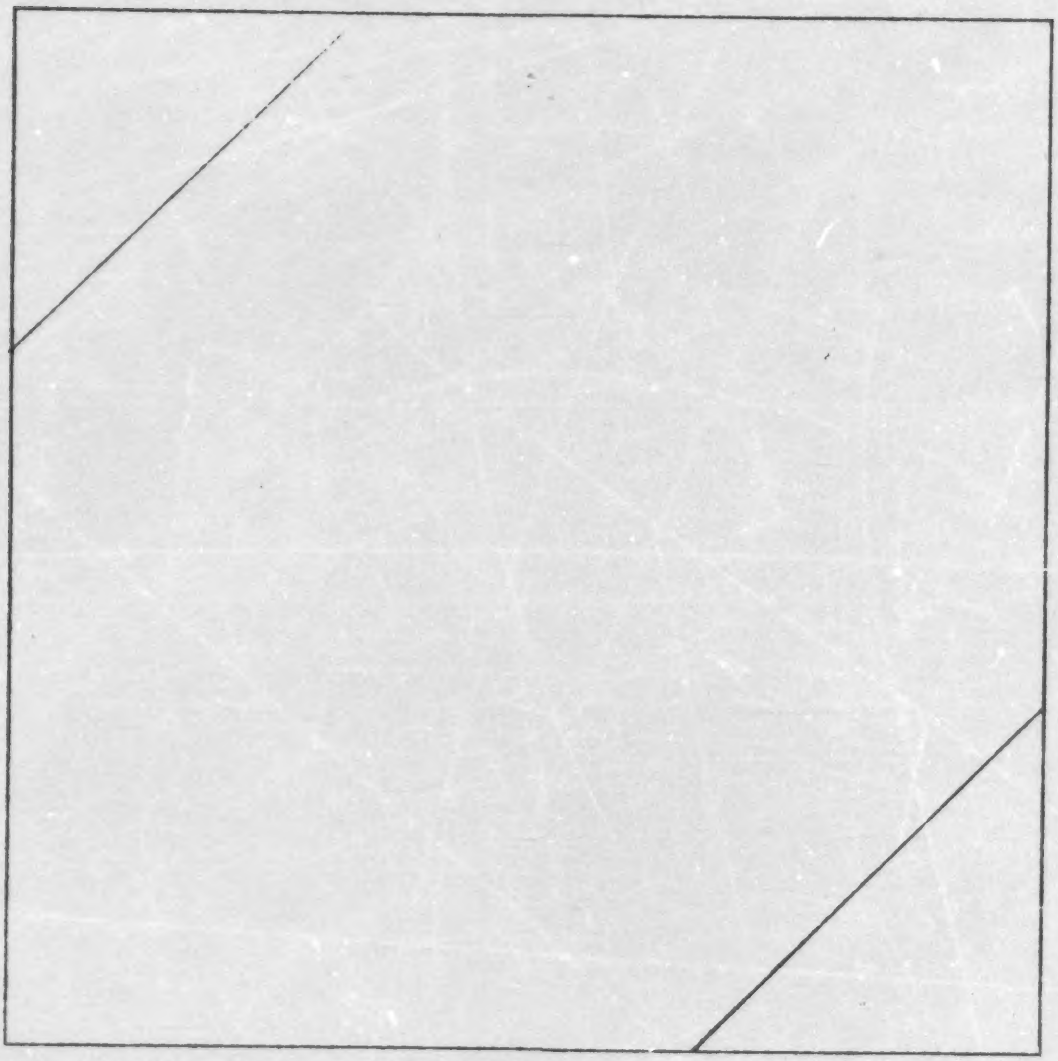

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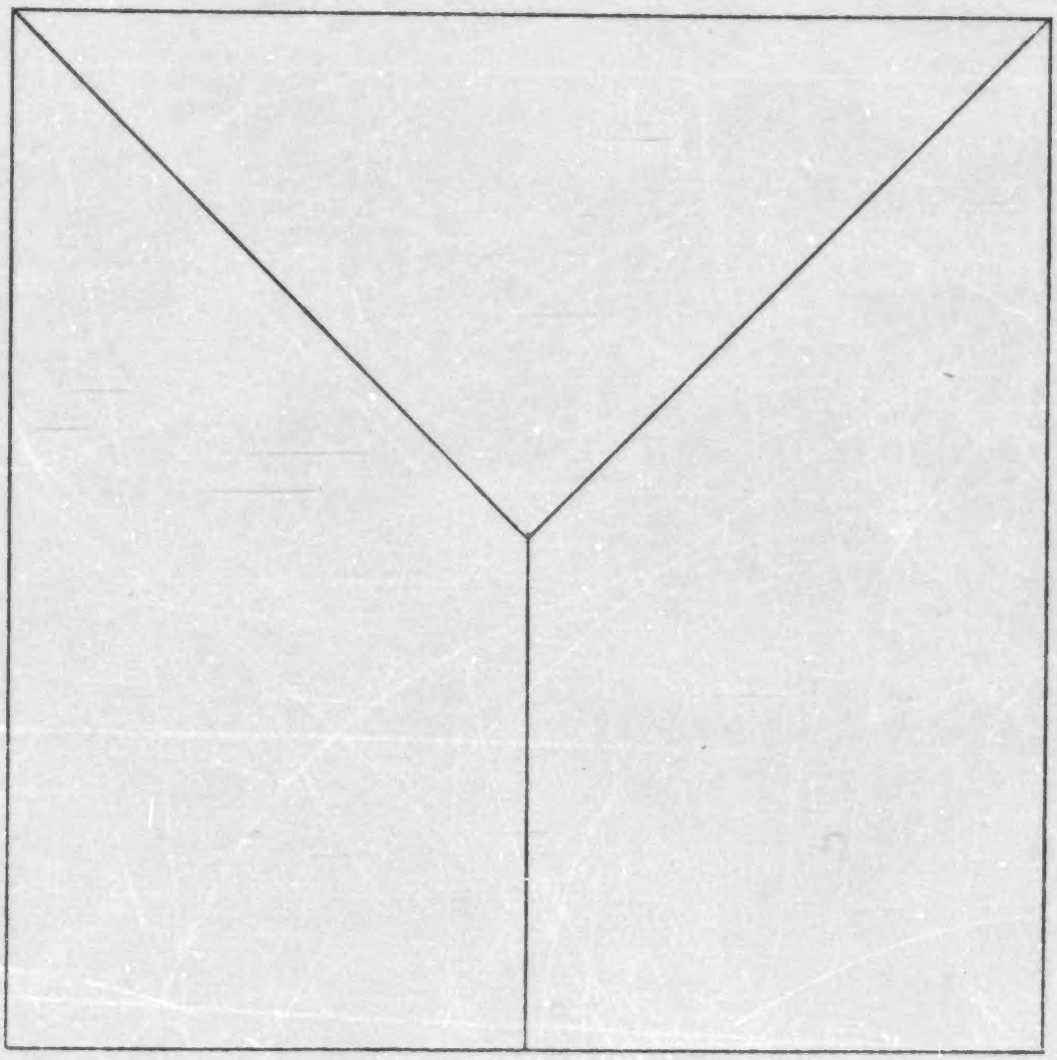

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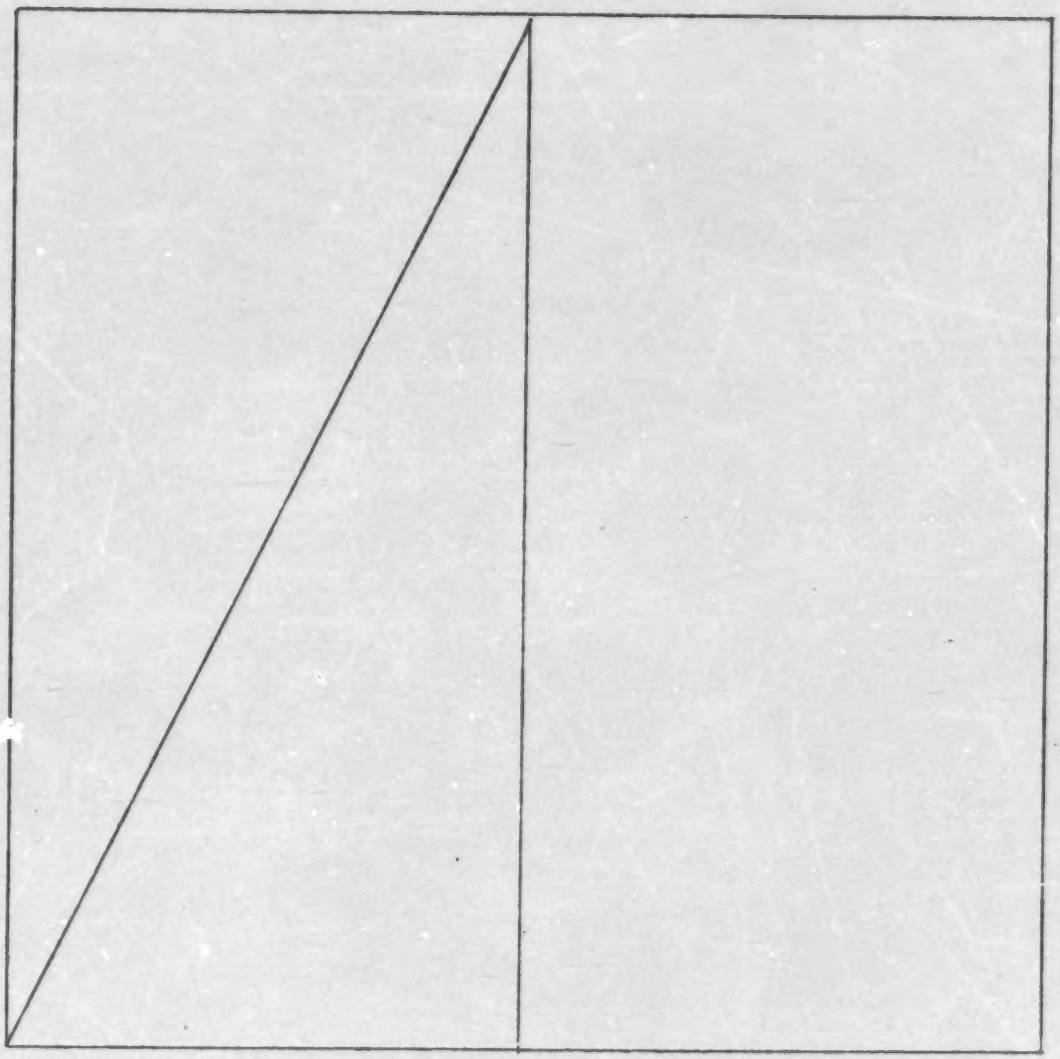

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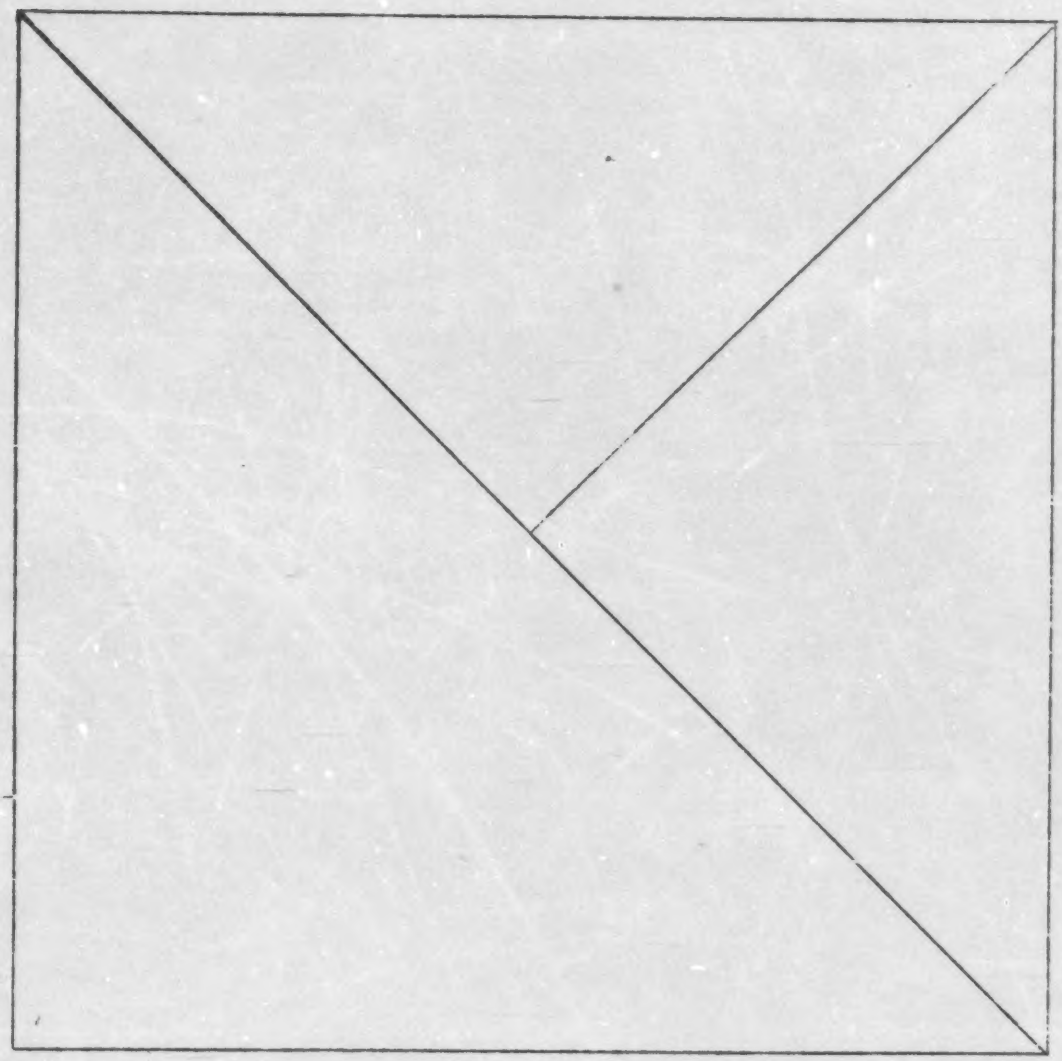

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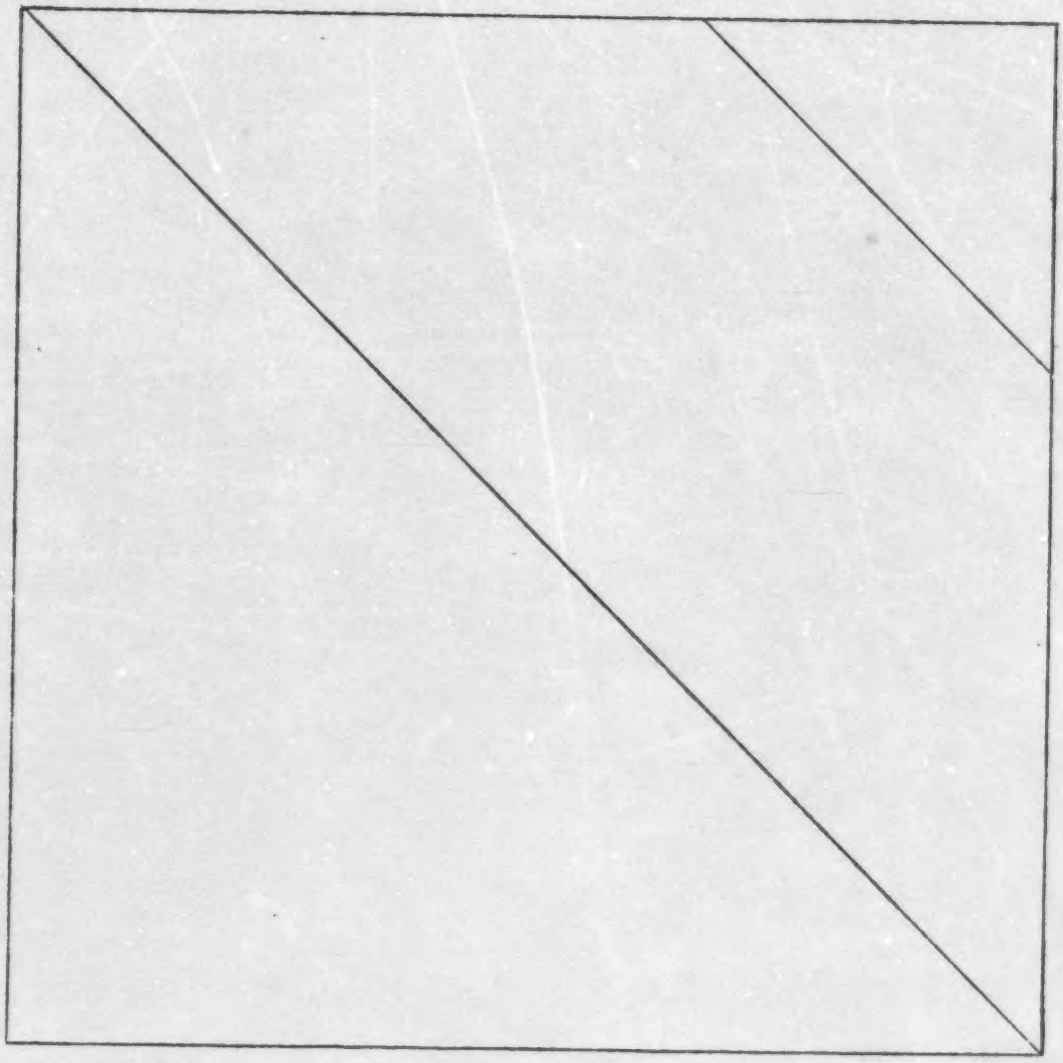

Families
Activity I
Grade 5

"Rules and Roles"

Students learns the different roles and rules in families

I. Introduction

A. In morning - teacher announces a new rigid rule to the class with no explanation and tries to enforce it until the next afternoon lesson begins.

Suggestions for new rules:

1. stand when you speak today
2. both feet must be on the floor at all times

B. In afternoon - class along with the teacher is to have open discussion about some problem you are having in the classroom. The group is to come up with and decide on a new rule by consensus vote.

C. Discussion follows in which the teacher elicits comments to these questions:

Which new rule would you be more likely to obey (am or pm)? Why? How did you feel when a rule was given to you without comment? How did you feel when the group through discussion arrived at a new rule?

II. Form a Family

Have the students pick from a "hat" a slip which assigns them to a "family group." Limit these "families" to 4 members. They are to decide who is the mother, the father, and the 2 children. Then assign the following activities to them:

1. choose a family last-name
2. choose new individual names
3. Discussion: Who made the decisions in "your family"? How were the decisions made? Is this what happens in your real family? If not, how is it different?
4. Role-playing - give out dittoed cards (attached) on construction paper. Be sure each group gets 1 complete set. They are:

| | |
|---|---|
| Blamer | Computer |
| Peace-Maker | Distractor |

The following sheet explains each role in detail. This sheet is for your use only.

Situation: You are a family at the dinner table. You are having a typical family mean, discussing the day.....

Discussion follow-up:

1) Who took over?
2) How were decisions made?
3) How did you feel in your role?
4) How did you feel about the other roles?
5) How could the discussion have been improved?

5. Role-play again - this time give the instructions that everyone in the family is to be as 'real' as possible. Try to get along, but be your real self also.

Discussion: 1. What happened this time?
2. Did you react differently than last time?
3. Who took over? Or did anyone? If not, why not?
4. How were decisions made in the family?
5. How could the discussion have been improved?

FIVE STYLES (For Teacher Use Only)

1. PEACE MAKER

The peace maker is trying to please, apologize, reassure, sympathize, console. He (she) never disagrees, no matter what. He (she) wants approval from everyone, regardless of the cost.

Examples: "Whatever you want to do is O.K., dear."

"please forgive me, I'm always wrong."

2. BLAMER

The blamer is a dictator or fault-finder. She (he) orders, directs, warns, threatens, moralizes, blames, shames, and ridicules. She (he) acts superior, loud and cuts everyone down.

Examples: "Why haven't you got your work done?"

"I'm the boss around here."

"If it weren't for you, the accident wouldn't have happened."

3. COMPUTER

The computer is completely reasonable and logical. He (she) is very cool and collected. He (she) advises, gives logical solutions, lectures, interprets, and analayzes. He (she) tries to sound very intelligent and calm.

Examples: "What you need to do is to look at this problem logically."

"I wish to propose an apology to you. I mistakingly hit your hat with my hand."

"If we carefully observe, we will see the sun rise."

4. DISTRACTER

The distracter says or does things completely irrelevant to whatever is happening. She (he) distracts, humors, or diverts the issue or the people she (he) is talking to. She (he) rarely responds to the point.

Examples: In response to a comment made by someone else, she (he) changes the subject, tells a joke, or turns away.

5. LEVELER

The leveler is free, honest, and easy in his (her) communication. He (she) responds in a real and alive way for any situation. His (her) words, voice, and body all give one message. And the message is simple and straight.

Examples: "I like you" "I hit you with my arm. I'm sorry."

"I am really angry at you."

PEACE-MAKER: Acts as if he (she) agrees. Tries to please, reassure, sympathasize, and console. Wants peace at any price.

Example: 1. You've had a really hard day.

2. It's O.K., dear.

3. You can have something different for dinner if you want. I can get you a sandwich.

BLAMER: Disagrees on principle no matter what is said. He (she) gives orders and finds fault.

Example: 1. We've had this for dinner three times this week.

2. Why can't you do it right?

3. You go upstairs young man (woman) and do your homework.

COMPUTER: Talks as if he (she) has no feelings. Words sound super-reasonable and lack affect.

Example: 1. I am troubled by the inability of this family to get along.

2. I am happy to see that you were able to achieve your goal.

DISTRACTER: Comes out with irrelevant words and affect. Moves continually.

Example: 1. Spilling milk.

2. Fidgeting in chair.

3. Makes a response which is irrelevant to previous statement.

COMMENT PAGES

1. Please check the activities you used in your classroom. We would also appreciate your comments on the activities and suggestions to improve them. (Please use the back of this page for more space.)

Awareness — Comments

_____ Activity 1-

_____ Activity 2-

_____ Activity 3-

Communication — Comments

Non-Verbal Communication Skills:

_____ Activity 1-

_____ Activity 2-

Listening Skills:

_____ Activity 1-

_____ Activity 2-

Verbal Communication Skills:

_____ Activity 1-

_____ Activity 2-

Problem Solving Skills:

_____ Activity 1-

_____ Activity 2-

Families

_____ Activity 1-

2. Was the presentation of the activities simple to understand and follow?

   Comments:

3. How could PACE be of more assistance to you in using these activities?

4. Overal comments on this handbook:

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